

**NUTRITION CONNECTIONS**  
PEOPLE, PROGRAMS, and SCIENCE



**FNS NATIONAL NUTRITION  
EDUCATION CONFERENCE**

**SESSION DESCRIPTIONS  
AND ABSTRACTS**

**February 24-26, 2003**  
**Omni Shoreham Hotel**  
**Washington, DC**



U.S. Department of Agriculture  
Food and Nutrition Service

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## ABSTRACT REVIEW COMMITTEE MEMBERS

The Conference organizers wish to thank the following individuals who volunteered their time to review the abstracts submitted for presentation.

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# CONCURRENT SESSIONS (EDUCATIONAL)

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MONDAY, FEBRUARY 24

**3:30-5:00 p.m.**

## **MOTIVATIONAL INTERVIEWING 101**

Motivational Interviewing (Miller & Rollnick, 2002) is a style of talking with patients in a constructive manner about the whys, whens, and hows of health-risk reduction and behavior change. Based upon the tenet that most individuals already have the requisite skills to successfully modify lifestyle and decrease health-risk, Motivational Interviewing (MI) employs strategies that will enhance the patient's own motivation for and commitment to change. MI integrates an empathic, non-confrontational style of interviewing with powerful behavioral strategies for helping patients convince themselves that they ought to change. During this session, the MI style of health behavior change consultation will be introduced and demonstrated.

## **FACILITATED GROUP DISCUSSION: LISTEN, SHARE, AND SUPPORT**

Session participants will receive an overview about facilitated group discussions, an innovative new educational technique that involves interactive learning. The session covers the philosophy behind meaningful nutrition education and illustrates ways to optimize participant learning and application of new nutrition knowledge. The basic principles of using the technique to increase the effectiveness of nutrition education and empower participants to make behavioral changes will be offered.

## **BUILDING BREASTFEEDING FRIENDLY COMMUNITIES**

This session will highlight "Using Loving Support to Build a Breastfeeding Friendly Community," an FNS project that provides training and technical assistance on how to develop a collaborative community-based breastfeeding program by bringing together WIC State and local agency staff with community partners to address state-specific barriers. Nine State agencies were selected on a competitive basis to participate in the training. Best Start Social Marketing and the Mississippi State Department of Health have collaborated to provide the training. Dr. Haynes will provide an update on the DHHS Office on Women's Health (OWH) National Breastfeeding Awareness Campaign. The Advertising Council has chosen to sponsor this campaign. The campaign will be launched in Summer 2003. The target of the campaign will be first-time mothers who are least likely to breastfeed. FNS is working with the OWH through strategy sessions for the campaign.

Dr. Grummer-Strawn will discuss several of the current CDC breastfeeding initiatives, and opportunities for collaboration between agencies.

# POSTER PRESENTATION

NUMBER 1

## *SOCIAL CAPITAL INFLUENCES FOOD STAMP PARTICIPATION*

**AUTHOR(S):**

Katie S. Martin, Ph.D., Department of Nutrition Sciences, University of Connecticut, Storrs, CT

**OBJECTIVE:**

To describe innovative, community-based project to increase awareness of and participation in the Food Stamp Program.

**ABSTRACT:**

Previous research identified an association between social capital and food security. Building on that research, this project utilizes the social capital that exists between community members in Hartford, CT to increase awareness of and participation in the Food Stamp Program (FSP).

**Methods:** Using a grass-roots approach, we organized 100 community “sponsors” to disseminate information about the FSP among their colleagues. Two outreach educators conduct workshops and provide information at food pantries, housing projects and community organizations to help increase program participation. Over 1,050 food stamp applicants completed a questionnaire at the Department of Social Services to identify barriers to the FSP.

**Findings:** When applicants were asked “Are there reasons why you did not apply for food stamps sooner?”, over one-third (35%) of respondents said they did not think they were eligible, and another 19% said it was difficult to get to the office. Survey data and anecdotal evidence suggest applicants want tangible support (such as transportation or advocacy) to apply for food stamps.

**Conclusions:** The major barriers to program participation in Hartford are lack of information about eligibility and lack of access to the program. Results suggest that people want specific information about their eligibility before they apply for food stamps and tangible support to actually apply.

**Implications:** Providing information about the FSP through social networks and community connections can help decrease misconceptions, increase knowledge about eligibility, and ultimately increase participation in the program. This project was funded by USDA/FNS research grant #59-31998-01-013.

# POSTER PRESENTATION

NUMBER 2

## *ENOUGH IS ENOUGH*

### **AUTHOR(S):**

Madeleine Sigman-Grant, Ph.D., R.D., University of Nevada Cooperative Extension, Las Vegas, NV  
May L. Tang, R.D., University of Nevada Cooperative Extension, Las Vegas, NV

### **OBJECTIVE:**

To increase the awareness of the difference in portion size between adults and young children.

### **ABSTRACT:**

Lack of knowledge regarding portion sizes appears to contribute to overfeeding of young children by low-income families. The intent of this project was to design a colorful pictorial handout to communicate appropriate portion sizes for food stamps and WIC clients. A random sample of clients (N=36) were interviewed and their children's favorite foods identified. Foods included cereal, milk, pizza, chicken, and macaroni and cheese. Clients also were asked to identify their familiarity within 18 common household items, so as to determine how to picture accurate portion sizes. Most familiar were soda cans (86%), videotapes (78%), decks of cards (75%) and baseballs (72%). However, interviews concluded that most clients were unable to relate non-food household items to portion sizes. To determine if clients could identify the intent of the handout, 59 persons (48 English and 11 Spanish speaking) were interviewed at four locations. They were asked (1) to explain what they thought the flyer was telling them, and (2) how they could use the information. Only 46% described the flyer in terms of portion size. Of these, 52% specifically mentioned child-adult differences. Thirty one (31) percent thought they could use the handout to determine child's portion sizes. Other clients described the flyer as picturing healthy and nutritious foods. Unfortunately, some voiced misconceptions after viewing the handouts, e.g., calling pizza "junk food." Therefore, to achieve maximal effect, this handout needs to be distributed to clients along with some verbal explanation.

MONDAY, FEBRUARY 24

# POSTER PRESENTATION

NUMBER 3

*VALIDATION OF THE NUTRITION KNOWLEDGE COMPONENT OF  
A SURVEY INSTRUMENT DESIGNED FOR EVALUATION  
OF WIC PARTICIPANTS WITH ANEMIA RISK*

**AUTHOR(S):**

Carmen R. Roman-Shriver, Ph.D., R.D., L.D., Texas Tech University, Lubbock, TX

Brent J. Shriver, Ph.D., Texas Tech University, Lubbock, TX

L. Suzanne Henderson, M.S., Texas Tech University, Lubbock, TX

**OBJECTIVE:**

Discover the process used to develop a valid knowledge questionnaire.

**ABSTRACT:**

Research was conducted to determine the validity of the knowledge component of a survey instrument to be used by the Texas WIC program. The survey will be administered statewide to evaluate differences between children with anemia whose condition improved versus those whose condition did not improve. Three groups of subjects volunteered to complete the knowledge component of the survey: 20 guardians of children enrolled in the WIC program with anemia, 22 Registered Dietitians, and 26 undergraduate students enrolled in a nutrition class. Item facility for each of the three subject groups was compared and analyzed, along with the overall homogeneity and item discrimination to establish the validity of the questionnaire. Outcomes of these parameters suggest the questionnaire is a valid measure of knowledge related to anemia and nutrition.

## *EXTENSION NUTRITION PROGRAMS - MAKING A DIFFERENCE IN COLORADO*

### **AUTHOR(S):**

Sarah L. Morales, M.S., Assistant Coordinator, Extension Nutrition Programs, Colorado State University Cooperative Extension, Fort Collins, CO

Karen K. Wilken, M.S., Coordinator, Extension Nutrition Programs, Colorado State University Cooperative Extension, Fort Collins, CO

### **OBJECTIVE:**

To provide an overview and summary of Colorado Extension Nutrition Program impacts on limited resource Coloradans: improved nutrition, food resource management, and food safety behaviors.

### **ABSTRACT:**

The Extension Nutrition Programs reach Colorado residents who are living on limited incomes. The goals of the programs are to enhance participants' ability 1) to make healthful food choices, 2) to buy nutritious foods on a budget, and 3) to ensure safe food for themselves and their families. During the 2000-01 fiscal year, the programs reached nearly 2,000 adults with a series of classes, an additional 2,000 adults with single lessons or workshops, and nearly 3,000 low-income youth. Considering impacts on family members, the programs reached more than an additional 7,000 individuals.

As a result of the programs, participants' food choices improved and their intake of iron, calcium, fiber and several vitamins increased significantly. Their average percent of calories from fat decreased by nearly 6%. Participants in the series of classes report saving an average of \$72 per month after the classes – approximately 20% of their original food bills. While food safety practices are difficult to measure, self-reported behavior changes as a result of the classes include more often thawing food safely and refrigerating perishable foods safely.

Praiseworthy quotes from graduates are heartening and indicate the extent of change the programs are making in people's lives. A sampling: "Now I will eat healthier for my son and me. Now I know what to do." "Knowledge is power, and I feel I'm more aware of the choices that I make and the things that I buy."

# POSTER PRESENTATION

NUMBER 5

*FOOD AND NUTRITION INFORMATION CENTER CUSTOMER SERVICE SURVEY:  
HOW DO NUTRITION PROFESSIONALS WANT  
TO BE CONNECTED TO INFORMATION?*

**AUTHOR(S):**

Doris Kuehn, M.S., R.D., D.E.U.G, Food and Nutrition Information Center, Beltsville, MD  
Shirley K. Evans, Ed.M., R.D., Food and Nutrition Information Center, Beltsville, MD  
Janice Schneider, M.S., R.D., Food and Nutrition Information Center, Beltsville, MD  
Shana Gladstone, B.A., Food and Nutrition Information Center, Beltsville, MD

**OBJECTIVE:**

Attendees will understand how information and technology permeate WIC professionals' work life.

**ABSTRACT:**

**PURPOSE:** In 2001 the Food and Nutrition Information Center (FNIC) sent a survey to evaluate WIC professionals' satisfaction with the Center's web based information, listservs, e-mail, telephone, fax, and mail services.

**METHOD:** The survey contained 15 questions; several consisted of multiple parts. Questions were grouped under the following categories: demographics, access to electronic resources, preferences for and access to products and services, rating services and products, and marketing behavior of FNIC. The survey was sent out to 1,988 WIC nutritionists on a pre-selected mailing list.

**FINDINGS:** There were 622 (31%) surveys returned. The survey results show that about 80% of the respondents have access to the Internet as well as the WWW at work and 3% indicated that they will have access in the near future. About 50% indicated that they would like to access FNIC's information products by e-mail or through the WWW and 60% would like to have reference questions answered via e-mail. Nearly 70% said that they do not prefer to get questions answered via the WWW.

**IMPLICATIONS:** This survey can be used to answer some important questions. By using WIC professionals as an example, the following questions were addressed: 1) How do nutrition professionals, mainly those working with federal nutrition programs, want to be connected to information? 2) Are they willing to use information technology as the main vehicle to access information? Or do nutritionists who have access to the web prefer to get their answers in other ways, such as in print through annual mailings?

# POSTER PRESENTATION

NUMBER 6

MONDAY, FEBRUARY 24

## *TEAM NUTRITION IN THE BOSTON PUBLIC SCHOOLS*

### **AUTHOR(S):**

Debra L. Ramirez, M.S., R.D., Boston Public Schools, Boston, MA  
Monica I. Rodriguez, R.D., Boston Public Schools, Boston, MA

### **OBJECTIVE:**

To describe the program developed by the Boston Public Schools Department of Food and Nutrition Services for improving health and nutrition among students through the implementation of USDA Team Nutrition and the UMass Extension Partnership.

### **ABSTRACT:**

Part of the mission of the Department of Food and Nutrition is to serve as a primary source of nutrition education and wellness information within the school district, and to advocate for district-wide policy to expand and enhance the child nutrition programs. Since 1995, the department has implemented the USDA Healthy School Meals Initiative Team Nutrition Program in the Boston Schools to support our mission.

Through this program, we encourage school food service staff to incorporate the Dietary Guidelines into school meals and provide students with nutrition education to make healthy food choices through lessons learned from classroom presentations and cafeteria promotions. In 1998, the Department of Food and Nutrition Services formed a partnership with the UMass Extension Family Nutrition Program. Currently, we have six full-time Extension Educators, as well as an in-house Nutrition Education Coordinator and Nutrition Education Specialist. The team of nutrition educators visits schools and summer food service sites, providing a series of nutrition lessons that teach students to apply concepts of the Food Guide Pyramid and the Dietary Guidelines for Americans. Additionally, the department sponsors farm tours, nutrition theatrical performances and health fairs throughout the calendar year.

Through this program, students are receiving the opportunity to improve and enhance their health. During 2000-2001, we provided 989 nutrition classes and workshops, reaching approximately 8,162 students. School and community enthusiasm toward and support for the program is increasing. Currently, through the UMass Extension Partnership, we are expanding to include more nutrition educators, develop additional curricula and upgrade evaluation methods.

*IMPLEMENTATION OF A WIC ALTERNATIVE DIETETIC INTERNSHIP  
PROGRAM IN A STATE HEALTH DEPARTMENT*

**AUTHOR(S):**

Marilyn A. Lynch, M.S., R.D., New Jersey Department of Health and Senior Services, WIC Services, Trenton, NJ

Ruth Ahia, Ph.D., New Jersey Department of Health and Senior Services, WIC Services, Trenton, NJ

**OBJECTIVE:**

Participants will list the ten steps needed to initiate and implement a WIC Dietetic Internship Program.

**ABSTRACT:**

A unique Dietetic Internship for WIC nutritionists who completed an ADA-approved Didactic Program in Dietetics and three years of work experience in New Jersey WIC was implemented by the New Jersey Department of Health and Senior Services. This internship was undertaken as a strategy to recruit, train and retain culturally competent better-qualified nutrition professionals for the New Jersey WIC Program. National studies show nutritionists who are registered dietitians have higher job satisfaction and less turnover rates. Opportunities for public health nutritionists, especially those in WIC, to complete an internship while working are limited. In December 2000, Developmental Accreditation from the Commission on Accreditation for Dietetics Education of ADA was awarded to implement a dietetic internship program for a maximum of ten interns. Full accreditation will follow in 2004 after the successful completion by two classes. WIC Services collaborated with the University of Medicine and Dentistry of New Jersey to develop a dietetic didactic curriculum consisting of six modules on CD ROMs delivered via self-study, classroom instruction, and multipoint video conferencing. The Internship Model is a 900-hour monitored supervised practice in dietetics, directed by registered dietitians, including 400 hours in community nutrition, 300 hours in therapeutic nutrition, and 200 hours in food service at traditional and innovative rotation sites. The sites are selected by the interns and approved by the Internship program. There is no tuition and interns receive salary and benefits while participating. Interns agree to stay with WIC for three years. Staff replacements at WIC clinics are provided.

# POSTER PRESENTATION

NUMBER 8

MONDAY, FEBRUARY 24

*HIGHLIGHTS OF THE SUMMIT ON NUTRITION, BREASTFEEDING, AND CULTURAL COMPETENCY: ELIMINATING RACIAL DISPARITIES IN HEALTH*

**AUTHOR(S):**

Florence M. Rotondo, I.B.C.L.C., New Jersey Department of Health and Senior Services, WIC Services, Trenton, NJ

**OBJECTIVE:**

Participants will describe action steps to facilitate the elimination of racial, ethnic, and economic disparities in health through culturally and linguistically responsive, equitable, and accessible nutrition and breastfeeding promotion, information, and support services.

**ABSTRACT:**

In April 2001, the Mid-Atlantic Regional Office of the United States Department of Agriculture and the New Jersey Department of Health and Senior Services sponsored the first national Summit on "Nutrition, Breastfeeding and Cultural Competency: Eliminating Racial Disparities in Health." The primary goal was "to facilitate the elimination of racial, ethnic and economic disparities in health through culturally and linguistically responsive, equitable, and accessible nutrition and breastfeeding promotion, information, services and support." Plenary sessions were planned to give an overview of the issues to all attendees and topics included, "Applied Cultural Competency," "Civil Rights and Racial Disparities in Health," "National Standards on Cultural and Linguistic Competency," "The 'HHS Blueprint for Action on Breastfeeding,'" and "Race, Culture and Nutrition." Sixteen breakout sessions further developed the theme and were designed for WIC staff, healthcare providers, academicians, and policymakers. Round Table and ad hoc meetings allowed like-minded individuals to gather to discuss common concerns. The Summit climaxed with Facilitated Action Planning Work Groups. Participants were seated geographically and were guided to brainstorm their needs, priorities, and barriers and develop goals, objectives, actions steps and plans. While participants were from diverse fields, most needs assessments focused on breastfeeding and staff cultural awareness. The recommendations of Summit attendees have implications for policymaking, legislation, organizational change, professional, paraprofessional, patient and public education, outreach, marketing, and funding at national, state and local levels.



# POSTER PRESENTATION

NUMBER 9

## *NUTRITION EDUCATION – WHAT DO FOOD STAMP CLIENTS WANT?*

### **AUTHORS:**

Patti Landers, Ph.D., R.D., Oklahoma Nutrition Network, Oklahoma University Health Sciences Center, Oklahoma City, OK

Robert John, Ph.D., Oklahoma Nutrition Network, Oklahoma University Health Sciences Center, Oklahoma City, OK

Kelli Hagan, Oklahoma Department of Human Services, Oklahoma City, OK

Anne Snell, M.P.A., FNS/USDA Southwest Regional Office, Dallas, TX

Rebecca Lucero, M.S., R.D., FNS/USDA Southwest Regional Office, Dallas, TX

Tran Tram, M.S., R.D., Integris Healthcare, Southwest Regional Medical Center, Oklahoma City, OK

### **OBJECTIVE:**

To understand the interests and barriers to participation in nutrition education among food stamp (FS) eligible individuals and to relate currently available programs to those needs.

### **ABSTRACT:**

During the week of January 7 – 11, 2002, self-administered surveys were distributed in 32 counties to all individuals who came into Oklahoma Department of Human Services offices to apply for FS benefits. Sixty-one percent of the 3,719 respondents expressed interest in learning more about nutrition and/or cooking. Forty percent said they had received nutrition education in the past year with WIC as the most identified source. Fewer than 1% said they had received training from a traditional FS nutrition education program. Barriers to participation included transportation, no interest, and lack of childcare. The most desired frequency of in-person training was semi-annually (41%) followed by annually (25%), monthly (18%) and weekly (16%). Respondents preferred recipes or cookbooks (71%), written materials (47%), and watching videos (42%). They also said they wanted to know the subject matter in advance of the meeting, and that the least desired topic was learning how to read food labels. One in five respondents had Internet access. Health Systems Research reported that 80% of Agencies delivering FS nutrition education use structured groups, while 64% also provide structured one-on-one lessons. This traditional model does not appear to appeal to today's clients. Alternative methodologies including video libraries, Internet-based curricula, and mass distribution of written materials may be more attractive, although not necessarily as effective or easy to evaluate for behavioral change.

# POSTER PRESENTATION

NUMBER 10

MONDAY, FEBRUARY 24

*MARCH FOR YOUR HEALTH - FEED YOUR NEED TO READ:  
COLLABORATING TO JUMPSTART EATING HEALTHFUL FOOD  
AND MOVING MORE IN ILLINOIS*

**AUTHOR(S):**

Penny Roth, M.S., R.D., Illinois Department of Human Services, Springfield, IL  
Vicki Rowe, M.S., Ph.D., University of Illinois Extension, Urbana, IL  
Robin A. Orr, M.S., Ph.D., University of Illinois Extension, Urbana, IL  
Pat Stieren, M.S., Illinois Department of Human Services, Springfield, IL

**OBJECTIVE:**

Attendees will learn how a collaboration among food assistance programs, educators and advocacy groups worked to initiate a successful program on healthful foods, physical activity and reading.

**ABSTRACT:**

The Illinois Interagency Nutrition Council (INC) worked together to develop an effective program to get children, youth and adults in Illinois eating healthful foods, being more physically active and reading nutrition books. This poster presentation will focus on how the food assistance agencies collaborated and networked to bring about effective nutrition education programming. INC exists to guarantee a safety net for Illinoisans at greatest risk for food insecurity. March for Your Health – Feed Your Need to Read was developed and launched in March 2002 to recognize National Nutrition Month. A variety of educational materials were developed and all agencies promoted the program. Local agencies were encouraged to plan events with their local community leaders. Many agencies partnered with their libraries, Head Start or child care providers to plan their activities. Follow up to ensure continuation of the objectives over the long term were put in place and are working.

# POSTER PRESENTATION

NUMBER 11

## *BEAUTIFUL NURSING DRAPES - FROM RESEARCH TO DISTRIBUTION*

**AUTHOR(S):**

Sue J. Uyehara, R.D., M.P.H., Department of Health, WIC Services Branch, Honolulu, HI  
Christina Simmons, M.P.H., I.B.C.L.C.

**OBJECTIVE:**

Strategies to promote and support breastfeeding.

**ABSTRACT:**

Hawaii WIC used local and national research outcomes, client input, local designs and labeling, fabrics and production to create a beautiful drape as a breastfeeding incentive item to increase breastfeeding duration. This drape meets the needs of our warm Island culture by utilizing an elegantly simple design, lightweight Hawaiian print fabrics and enough fabric to fit any body type and any baby.

Clients love it! Many like it so much they are willing to trade in that monthly formula for a drape.

We are serving our client's need for privacy while nursing in public. Hawaii WIC gets great advertising via the label and supports the local economy. Clients feel special and WIC demonstrates its support of breastfeeding families. These drapes are now available for any breastfeeding friendly agency to purchase.

This poster session will take you through all the stages of production. It begins with inception and runs you through the design and production states of the drape. We hope our experience will inspire other states to think of creative ways to use incentives to meet their clients' nursing needs and increase their duration.



## *FAMILY AND COMMUNITY FOOD DECISION-MAKING: INTEGRATING RESEARCH AND PRACTICE*

### **AUTHOR(S):**

Leigh A. Gantner, M.S., Cornell Cooperative Extension of Cayuga County, Auburn, NY  
Kathleen M. Dischner, R.D., C.D/N., ED.M., Cornell Cooperative Extension of Onondaga County, Syracuse, NY  
Ardyth H. Gillespie, Ph.D., Cornell University, Ithaca, NY  
Helen Howard, M.S., R.D., C.D/N., Cornell Cooperative Extension of Tompkins County, Ithaca, NY

### **OBJECTIVE:**

Learn about successful inclusive community food system partnerships.

### **ABSTRACT:**

To fulfill the F&CFDM Program's mission of building family and community capacity for thoughtful food decisions through research and education, we developed a framework for effective community food system partnerships.

This study drew theories from the fields of community development, communication, leadership, and community nutrition to develop a new paradigm for food system partnerships.

Through research, community experimentation and reflection, partnership principles and strategies were developed.

Another outcome was identifying the shifts in leadership styles necessary to engage everyone as an expert. In order to find the appropriate balance in leadership style, these shifts will vary by community and project and include:

- Shifts from controlling to facilitating change by sharing power
- Shifts from problem solving to creation and achievement of a shared vision
- Shifts from hierarchical to more web-like systems
- Balancing university-initiated education and research with community-initiated change programs
- Balancing a consumer focus with a community focus for change and responsibility.

# POSTER PRESENTATION

NUMBER 13

## *COLLABORATING AGENCIES CONNECT MOTHERS WITH EDUCATION AND IN-HOME SUPPORT TO ACHIEVE BREASTFEEDING SUCCESS*

**AUTHOR(S):**

Susan S. Baker, M.Ed., North Carolina State University, Raleigh, NC

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Deborah L. Dee, M.P.H., North Carolina State University, Raleigh, NC

Dwayne L. Watson, North Carolina State University, Raleigh, NC

Gladys Mason, M.S., R.D., I.B.C.L.C., North Carolina Department of Health and Human Services, Raleigh, NC

**OBJECTIVE:**

Session participants will engage in interactive dialogue resulting in an increased awareness of the significance of interagency collaboration to the success of community-based nutrition education interventions.

**ABSTRACT:**

Breastfeeding is a significant contributor to infant health. Low breastfeeding incidence and duration among low-income women are public health concerns. This project, funded through the Food Stamp Nutrition Education Plan (FSNEP) and local non-profit organizations, was developed to positively impact both these concerns while assisting low-income mothers in reaching their personal breastfeeding goals. In an innovative breastfeeding education program, Extension paraprofessionals are trained to assist mothers in establishing lactation and extending breastfeeding duration through in-home support. The curriculum utilized in training the paraprofessionals was developed by Extension specialists, health care practitioners and lactation researchers involved in the project's implementation. Since the program's inception in 1991, evaluation data consistently reflect significant increases in numbers and percent still breastfeeding at six weeks and six months postpartum. With results showing positive impacts on breastfeeding duration rates, the project has grown from one pilot county in 1991 to currently more than 40 counties. Current duration data reflect 78% of mothers still breastfeeding at six weeks and 46% still breastfeeding at six months (n=2,634). The project is a unique collaboration among Cooperative Extension, the Special Supplemental Nutrition Program for Women, Infants, and Children and local hospitals. The three organizations work together to identify financial and technical resources at the local level required to implement and sustain the project. This synergistic collaboration's success stems from the collective strength of its individual partners-the whole is indeed greater than the sum of its parts!

## *FOOD PANTRIES JUST SAY YES TO FRUITS AND VEGETABLES*

**AUTHOR(S):**

Benita L. Law-Diao, C.D.N., New York State Department of Health, Albany, NY

**OBJECTIVE:**

Participants will be able to describe 3 factors that limit food pantries' access to fruits and vegetables. Participants will be able to describe 3 resources to increase food pantries' access to fruits and vegetables.

**ABSTRACT:**

The New York State Department of Health (NYSDOH), Division of Nutrition's (DON) Hunger Prevention and Nutrition Assistance Program (HPNAP) recognized that limited resource New Yorkers, who are potentially food stamp eligible, who access food pantries were not consuming USDA recommended amounts of fruits and vegetables. HPNAP, in partnership with the Regional Food Bank of Northeastern New York (FB), created the Just Say Yes to Fruits and Vegetables Project (JSY) to enhance its mission to improve the health and nutritional status of people in need of food assistance. The Project strives to increase the knowledge and consumption of fruits and vegetables (fresh, frozen and canned) among food pantry package recipients in the 8 NYS Second Harvest Food Bank designated regions. JSY nutritionists conduct nutrition interventions in food pantries, utilizing the JSY Handbook which addresses food safety, shopping and preparation skills, and nutrition and health as it relates to fruit and vegetable consumption. Food pantry clients receive samples of the featured produce item, recipes, information and, occasionally, a food preparation tool (i.e. citrus peelers, potato peelers, vegetable brushes, etc.). The JSY Team educates food pantry operators and food bank staff about fruit and vegetable resources and community services (Food Stamps, WIC, Family Health Plus, etc.) that will enhance and empower families. The JSY project has encouraged food banks to access more produce because food pantries that participate in JSY interventions are more willing to accept and distribute produce. Since JSY's inception, NYS food banks have gotten involved in community supported agricultural programs, plant-a-row, gleaning from local farms, etc. in an effort to increase fruit and vegetable access by limited resource New Yorkers. Food pantries operators also receive JSY instruction and a JSY Handbook to use as a resource to assist their patrons. Through ongoing interventions, JSY hopes to encourage food pantry packages recipients to consume more produce and utilize their food dollars to purchase more produce.

Funding for this project is provided by the NYS Office of Temporary and Disability Assistance and the US Department of Agriculture.

# POSTER PRESENTATION

NUMBER 15

## *NEW YORK STATE COLLABORATION WITH PARTNERS ENHANCES WIC NUTRITION EDUCATION*

**AUTHOR(S):**

Holly F. Esford, R.D., C.D.N., Public Health Nutritionist, New York State Department of Health, Division of Nutrition, Bureau of Supplemental Food Programs, Albany, NY

**OBJECTIVE:**

The participant will identify advantages and potential partners for the joint development and evaluation of nutrition education materials.

**ABSTRACT:**

To stretch our WIC budget and maximize quality nutrition education materials, the New York State Department of Health (NYSDOH) WIC Program collaborated with various WIC and non-WIC partners. This enabled the co-development of attractive, effective nutrition teaching tools praised by the 570 New York State WIC clinics. The partnerships included the American Dairy Association and Dairy Council, Inc.; the Nutrition Services Unit of NYSDOH; the New York State Department of Agriculture and Markets; Cornell Cooperative Extension of Cornell University; the Nutrition Policy and Health Promotion Unit of NYSDOH; the WIC Association of New York State, Inc.; and local WIC programs. Colorful, interactive recipe cards, videos, posters, and other nutrition teaching aids far exceeding what would have been possible through the WIC budget alone, resulted from our collaborative efforts and funding. For example, recipe cards and videos which feature fruits and vegetables were created in partnership with Cornell Cooperative Extension and funded through a USDA Special Project Grant. In addition to assisting in the development of these resources, our partners developed and compiled surveys to evaluate the use of these jointly-developed materials. Our collaboration also enhanced the promotion of NYSDOH's Eat Well Play Hard initiative aimed at preventing childhood overweight and reducing New Yorkers' long-term risks for chronic disease. The three core behavioral strategies of Eat Well Play Hard include:

- Increase age-appropriate physical activity;
- Increase consumption of vegetables and fruits; and
- Increase consumption of low fat or fat-free milk and other dairy products.

# POSTER PRESENTATION

NUMBER 16

MONDAY, FEBRUARY 24

## *SCHOOL NUTRITION INTERVENTION - STEP TO A HEALTHY COMMUNITY*

### **AUTHOR(S):**

Rosalind M. Wilkins, M.S., R.D., L.D., Missouri Department of Health and Senior Services, Jefferson, MO

### **OBJECTIVE:**

To identify strategies for community involvement and cross-program collaboration to improve the nutritional health of school-age children.

### **ABSTRACT:**

The School Nutrition Education Program is a collaboration between state departments and partnership with local communities. The program has been in effect since 1999 and has collected dietary intake (using a food frequency questionnaire) and height and weight data from approximately 15,000 school children per year. In addition to data collection, the program provides training to teachers on the utilization of behavior-based nutrition curricula that align with the Department of Elementary and Secondary Education's curricula assessment program, and the Governor's Managing for Results initiative. Local Healthy Community Nutrition Education Initiative coalitions partner in communities with a high percentage of low-income and food stamp eligible families to enhance the program throughout the community. There has been an increase in the number of schools participating in the program and greater involvement for community partners. Analysis of data shows the need for greater community involvement to implement environmental changes through out the community, and educating key shareholders on the relationship of good nutrition and physical activity for improved health of children.

**POSTER PRESENTATION**

NUMBER 17

*THE HARTFORD ANEMIA PROJECT: A UNIVERSITY AND COMMUNITY PARTNERSHIP NOT LOOKING FOR AN EASY ANSWER***AUTHOR(S):**

Ann M. Ferris, Ph.D., R.D., University of Connecticut, Storrs, CT  
 Abdul-Rahmaan Muhammad, M.S.W., Village for Families and Children, Inc., Hartford, CT  
 Georgine Burke, Ph.D., Connecticut Children's Medical Center, Hartford, CT  
 Hilda Slivka, Connecticut Children's Medical Center, Hartford, CT  
 Bruce Bernstein, Ph.D., St. Francis/Mt. Sinai Hospitals, Hartford, CT  
 Frederick Bogin, M.D., St. Francis/Mt. Sinai Hospitals, Hartford, CT  
 Patricia Joyce, M.D., University of Connecticut Medical School, Farmington, CT  
 Susan Jackman, M.S., R.D., Connecticut Department of Public Health, WIC, Hartford, CT

**OBJECTIVE:**

To describe the pitfalls and successes when focusing community resources in problem solving.

**ABSTRACT:**

Nutritional iron deficiency is one of the most common causes of childhood anemia in developed and developing countries. Although the prevalence is relatively low in the U.S., anemia remains a problem among children living in low-income communities. The high occurrence in Hartford of one in three children between the ages of 18 and 36 months is perplexing. Most children are enrolled in the Woman, Infants, and Children Program (WIC) from birth, giving them access to iron fortified infant formula and foods. Hemoglobin is routinely monitored. Total dietary iron intake appears adequate in the face of frank anemia and iron-deficiency without anemia. This presentation will describe how several departments at the University of Connecticut, the medical school, local hospitals, private social service, state, and city agencies, and, most importantly, community members are cooperating in describing the complexity of the problem and in the development of a joint research and education program. Funding avenues, beyond FNS, will also be described.

(Supported by USDA (FNS/Food Stamp Funds, ERS, and NRI), the Storrs Agricultural Experiment Station L. Weicker GCRC, Office of Sponsored Programs, University of Connecticut).

*COMPETENCIES, KNOWLEDGE, AND SKILLS IDENTIFIED  
BY SPONSOR MONITORS TO EFFECTIVELY PERFORM JOB DUTIES  
IN THE FAMILY DAY CARE HOME SETTING*

**AUTHOR(S):**

Deborah H. Carr, Ph.D., R.D., National Food Service Management Institute, Applied Research Division, The University of Southern Mississippi, Hattiesburg, MS

Charlotte B. Oakley, Ph.D., R.D., F.A.D.A., Mississippi State University, Mississippi State, MS

Martha T. Conklin, Ph.D., R.D., Pennsylvania State University, University Park, PA

**OBJECTIVE:**

Provide an overview on current research relating to monitors who guide Family Day Care Home providers participating in the Child and Adult Care Food Program (CACFP).

**ABSTRACT:**

Sponsor monitors serve as the direct link between the family day care home (FDCH) provider and program accountability. Monitors who effectively perform their job duties as a child nutrition professional have a great impact on the quality of services offered to children in the FDCH setting. This study was designed to identify the job duties, training needs, and develop the competencies, knowledge and skills needed by sponsor monitors. Qualitative and quantitative research methodologies were used by the researchers. Two survey instruments were developed and assessed by the researchers. Monitors (n=2,090) and sponsoring organization directors (n=1,045) received a mailed survey. The survey was used to rank job duties and training needs of sponsor monitors, and identify demographics of both groups. There was a 33% (n=349) and 24% rate of return from directors and monitors, respectively, with a 96% agreement as related to the top 50 training needs. A modified Dephii technique was used to validate the knowledge and skill statements identified on a subsequent questionnaire developed by the researchers and mailed to 85 Child and Adult Care Food Program (CACFP) professionals. A consensus approach was used to determine the final version of the competencies, knowledge, and skills document for sponsor monitors. The Job Functions/Duties, Competencies, Knowledge, and Skills of Sponsor Monitors Participating in the Child and Adult Care Food Program will assist in improving professional development standards for those who oversee the FDCH, while providing a resource to those who develop educational materials that meet the professional development needs of sponsor monitors.

*DISSEMINATION OF THE EAT SMART SCHOOL NUTRITION  
PROGRAM USING TWO DIFFERENT TRAINING MODELS*

**AUTHOR(S):**

Christine McCullum, Ph.D., R.D., University of Texas, Health Science Center, Houston, TX  
Jill M. Eagan, M.P.H., R.D., University of Texas, Health Science Center, Houston, TX  
Deanna M. Hoelscher, Ph.D., R.D., University of Texas, Health Science Center, Houston, TX  
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Jerri L. Ward, M.A., R.D., University of Texas, Health Science Center, Houston, TX  
Steven H. Kelder, Ph.D., M.P.H., University of Texas, Health Science Center, Houston, TX

**OBJECTIVE:**

Participants will be able to compare and contrast the dissemination of the Eat Smart School Nutrition Program using two different training models.

**ABSTRACT:**

Few studies have examined the diffusion of effective food service programs. The purpose of this research was to assess the dissemination of the Eat Smart School Nutrition Program in Texas using both traditional and cross-program training models. Eat Smart, the food service component of "A Coordinated Approach to Child Health," (CATCH), was designed to 1) teach food service personnel techniques for reducing fat in school meals and 2) coordinate with the classroom curriculum, physical education, and family components of CATCH. For the past 5 years, Eat Smart has been disseminated using a single-component training format; however, to enhance collaboration opportunities among CATCH partners, an integrated training paradigm was developed in 2001 that incorporated elements from all CATCH program components. To evaluate both training modules, a survey was sent to 213 schools where trainings had been conducted within the last 2 years. A 40% response rate (n = 85) was achieved. Seventy-five percent of respondents reported attending 1 single-component Eat-Smart training, and 55% of respondents reported attending a multi-component training. Seventy percent of respondents believed that Eat Smart helped them meet their USDA nutrition goals and 64% believed that CATCH helped school food service personnel communicate with other school staff. Results indicate that the Eat Smart program is being implemented in cafeterias where personnel have been trained. Future efforts will focus on more actively involving students in the Eat Smart program. The project was funded by the Texas Department of Health – Diabetes Council and the Centers for Disease Control and Prevention.

*REACHING PARENTS OF LOW-INCOME STATUS: EFFECTIVE MEANS OF INFORMATION, MATERIAL, AND MESSAGE DISSEMINATION*

**AUTHOR(S):**

Laura Bellows, M.P.H., R.D., Colorado State University, Fort Collins, CO  
Jennifer Anderson, Ph.D., R.D., Colorado State University, Fort Collins, CO  
Kathleen Menkhaus, M.S. Candidate, Colorado State University, Fort Collins, CO

**OBJECTIVE:**

At the conclusion of this session, the learner will be able to recognize the importance of using formative research in guiding the development of campaign messages and strategies.

**ABSTRACT:**

Food Friends—Making New Foods Fun for Kids is a program that combines social marketing and education strategies to increase preschool children’s willingness to try new foods. In order to reinforce the “try new foods” message outside of the daycare setting, caregivers should persistently and consistently offer new foods to their preschoolers. Twenty-six telephone interviews were conducted with both Hispanic and Non-Hispanic White caregivers of preschool-aged children enrolled in rural and urban Head Start programs throughout Colorado. Interviews assessed caregivers’ preferences and needs for information, messages, and materials that would help them offer new foods to their preschoolers. Interview results indicate that caregivers would like to receive tips for offering new foods, as well as recipes with nutritional information for new foods. Caregivers preferred receiving this information through the mail and their child’s Head Start center. Participants responded that messages on magnets, calendars, and shopping lists would help remind them to continually offer new foods, as would messages in their cars, on billboards, on the outside of buses and in the grocery store, specifically on the grocery cart. Tagline messages have been developed and are currently being pre-tested with this audience. These formative research results will guide the development of the parent component of the Food Friends—Making New Foods Fun for Kids social marketing campaign. Through Head Start, preschools, and other supporting state agencies, it is hoped that the program’s messages will be conveyed to low-income communities to introduce and reinforce the importance of nutrition to a healthful life.

# CONCURRENT SESSIONS (EDUCATIONAL)

**10:30 a.m.-12:00 p.m.**

## **LINK FOR STRENGTH – WORKING ACROSS PROGRAMS**

Seasoned collaborators will offer practical advice using existing state models. This session will address a variety of approaches to identify links and construct coordinated plans for nutrition education. By showcasing state models, you'll get 'real world' advice on identifying and sustaining connections, and constructing a framework for nutrition education action plans that will help you reach your goals.

## **BUILDING EFFECTIVE COMMUNITY FOOD SYSTEM PARTNERSHIPS**

Strategies for effective community food system collaborations developed by Cornell University's Family and Community Food Decision-making Program applying research and program experience will be presented. They will be illustrated using community-based program examples to discuss successful approaches and issues to be addressed when developing partnerships. Presentations will focus on: How to connect with families eligible for FSNEP and other community food and resource programs; How you gain commitment for inclusive community food decision-making from program providers, educators, and other community leaders; and How to engage all community food system stakeholders in community food decision-making. The goals of these food decision-making programs are to improve the systemic and environmental contexts within which FSNEP, EFNEP, and other families make food decisions as well as improve the family decision-making processes and outcomes.

## **FIT WIC: MAKING IT HAPPEN!**

Come and hear an overview of the Fit WIC Program and about Fit WIC Projects from different States. FNS funded a 3-year, 5-state pilot project, Fit WIC, to improve WIC's efforts to prevent childhood obesity. Virginia Fit WIC's multi-dimensional approach to childhood overweight has demonstrated success in changing targeted behaviors and attitudes among WIC participants. Two vital elements to the success of meeting project goals have been the utilization of anticipatory guidance and role modeling. Meeting project goals was further enhanced by broadcasting Fit WIC messages in the WIC clinics and throughout the surrounding community. California WIC, in collaboration with the University of California Berkeley, has implemented and evaluated several strategies, including developing WIC staff as role models, changing group and individual education, and organizing community task forces. This presentation will illustrate California Fit WIC's pilot WIC site approaches to prevent childhood overweight and promote physical activity. Both participant education and staff training will be addressed.

# CONCURRENT SESSIONS (EDUCATIONAL)

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10:30 a.m.-12:00 p.m. CONTINUED

## NUTRITION EDUCATION THEORIES AND STRATEGIES THAT WORK!

### SOCIAL ECOLOGICAL MODEL

**James Hershey - Overview & Using the Model in Non-nutrition Public Health Efforts.** This presentation will provide an overview of the Socio-Ecological Model in a variety of public health efforts. Sustained improvements in dietary behavior often benefit from long-term, repeated exposure to nutrition education through a variety of channels. Multiple channels of communication along with system, environmental, and policy change reinforce healthy nutrition behavior.

**Susan Foerster - Planning and Evaluation for Different Levels of Intervention using the Socio-Ecological Model.** This presentation will describe how the California Nutrition Network uses the Socio-Ecological model in its planning and evaluation -- in different channels and at the state, regional, and national level.

### HEALTHY CHILDREN, HEALTHY WEIGHTS

**Action for Healthy Kids** was launched at the Healthy Schools Summit, October 2002 - an initiative that grew out of the Surgeon General's Call to Action to Prevent and Decrease Overweight and Obesity. Today, 51 Action for Healthy Kids State Teams have selected goals that focus on creating health-promoting schools that support sound nutrition and physical activity. Learn about the national initiative, what state teams are working on, and how you can become involved.

## TURNING THE CORNER: NATIVE AMERICAN NUTRITION AND HEALTH ISSUES

**Melinda Newport - New Avenues for Nutrition Education.** Chickasaw Nation has developed innovative ways of reaching families with nutrition education in the Food Distribution Program. Using their award-winning grocery store format for distribution of program services allows for greater opportunity to convey brief but meaningful nutrition and health messages. Food demonstrations, cooking classes, taste tests, shelf messages, grocery store tours are some of the methods employed to ensure fun and interesting means of learning!

**Betty Jo Graveen - W.O.L.F. = Work Out Low Fat.** Two tribes collaborated with FDPIR and the Wisconsin Department of Public Instruction (WDPI) to create nutrition coalitions in each respective tribe (Lac du Flambeau and Menominee). As a result, they utilized the WOLF Curriculum (Work Out Low Fat) created by the Minnesota Department of Public Health designed for Native American students in grades 1-4 with successful results. Learn how they organized team coalitions and promoted a healthy nutrition environment!

**Susan Murphy - Breastfeeding Does a Body Good.** Highlights of the breastfeeding promotion at the Phoenix Indian Medical Center. Learn how this team is reducing risk of diabetes and obesity with breastfeeding among Native American families while providing useful nutrition education tools and materials. Also learn about the challenges brought to the team and how they worked around them to promote breastfeeding and healthy lifestyles in the community.



# CONCURRENT SESSIONS (EDUCATIONAL) .....

**10:30 a.m.-12:00 p.m. CONTINUED**

## **TURNING THE CORNER: NATIVE AMERICAN NUTRITION AND HEALTH ISSUES (CONTINUED)**

**Jean Anliker - PATHWAYS: Nutrition Education and Exercise: A Path to Good Living.** This presentation will highlight the development of the Pathways Nutrition Education materials, designed for school-aged Native American children. "Family Packs" were provided to students and parents, which promoted exercise, family activities and games, and nutrition education for school children and also provided nutrition education materials for food service staff members and teachers. Learn how the materials and program were developed and the barriers encountered were overcome.

**1:30-3:00 p.m.**

## **EAT SMART. PLAY HARD.™: PLUG INTO THE POWER**

Learn about the history and development of the Eat Smart. Play Hard.™ Campaign and the current educational tools. Experience creative and successful strategies for using the materials including "how-to" information from practitioners like you. Find out how to integrate Eat Smart. Play Hard.™ messages into school, community, clinic, and child care environments.

## **WORKING ACROSS PROGRAMS TO DEVELOP A SOCIAL MARKETING CAMPAIGN—LESSONS FROM IOWA**

USDA FNS-funded and other public and private partners began working together in 1995 in Iowa to establish a self-sustaining nutrition network (Iowa Nutrition Education Network or INEN) that would use social marketing techniques to encourage low-income Iowans to make healthier food choices. The resulting campaign - *Pick A Better Snack* - focuses on increasing fruit and vegetable consumption among children. This session focuses on the experiences of INEN in developing cross-program messages and delivery systems.

## **RURAL LOW INCOME FAMILIES SPEAK ABOUT FOOD, FAMILY AND FINANCES**

This multi-media roundtable session is based on a USDA-funded, longitudinal quantitative and qualitative study of 433 rural, low-income families from 27 counties in 14 states. All families were eligible for, or receiving, food stamps and/or participating in WIC. Presenters will use pictures of the families and their communities, taped quotes and statistics to engage roundtable participants in an interactive exploration of challenges faced by these families in adequately feeding their families and in being mentally and physically healthy with minimal financial resources. Implications for nutrition education will be drawn by the participants through a guided process using case studies and overall findings.



# CONCURRENT SESSIONS (EDUCATIONAL).....

TUESDAY, FEBRUARY 25

**1:30-3:00 p.m. CONTINUED**

## **IT'S NEVER TOO LATE TO TAKE CHARGE OF YOUR HEALTH...RESULTS FROM A COMMUNITY INTERVENTION PROGRAM**

The focus of this session is to highlight an effective, evaluated, community-based intervention health promotion program at senior centers. The presenters will demonstrate to the audience how nutrition/health education for older adults can be fun, effective and replicated by having them participate in an educational module from the "Take Charge of Your Health for Older Adult Speaker's Kit." Presenters will also share strategies for Guiding Successful Partnerships and the importance of outcome and evaluation data in assessing the effectiveness of an intervention program.

## **HOT TOPICS IN PRENATAL NUTRITION: NEW WEIGHT GAIN GRAPHS, DRIS, EFAS, IRON AND MORE**

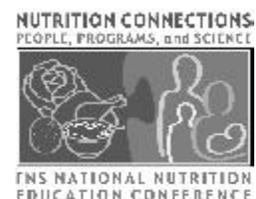
Help yourself to a large portion of what's happening in prenatal nutrition. This session will introduce new prenatal weight gain graphs and give you a chance to work them over. It will also provide a briefing on the new (and modified in many respects from the old) DRIs for pregnant women. It will include a summary of current scientific thought about the risks and benefits of dietary and supplemental iron and essential fatty acids in pregnancy.

## **THE HEALTHY EATING INDEX (HEI): A LOOK AT HOW AMERICANS ARE EATING**

This session will provide the conference participant with information on the Healthy Eating Index (HEI) and its applications. Based on the Dietary Guidelines for Americans and The Food Guide Pyramid, the HEI is a summary measure of people's overall diet quality. As such, the HEI is a useful tool to assess the impact of nutrition education activities. Its interactive version, an on-line dietary assessment tool designed for the individual user, increases a person's awareness of dietary quality and helps promote healthy eating behaviors through interactive educational messages.

## **NUTRITION MESSAGES FOR SPANISH SPEAKERS**

Spanish-speaking Americans do not exist as a single culture where everyone has the same language skills, stage of acculturation, health and nutrition issues. Yet, there is a significant need for nutrition and health messages for these population groups. What are the current strategies being used to develop materials? Which approaches are the most successful? Speakers will share research findings and discuss current FNS projects for Spanish-speaking program participants.



# CONCURRENT SESSIONS (EDUCATIONAL) .....

1:30-3:00 p.m. CONTINUED

## TURNING THE CORNER: NUTRITION AND FITNESS FOR NATIVE AMERICANS

**Julie Allington and Mary Jane Getlinger (MWRO) - Nutrition and Fitness for Native Americans - the School Perspective.** Highlighted will be USDA's efforts to connect with schools on Wisconsin Native American reservations and Team Nutrition efforts to collaborate with State agencies. The process and resources used to help schools improve their nutrition environments will be reviewed. The presenters will also report on the barriers and solutions encountered in the schools and the progress they have made to date.

**Joe Bluehorse - Mountain Plains Nutrition Advisory Committee - Nutrition Education Highlights of the Mountain Plains Nutrition Advisory Committee.** Joe Bluehorse will present highlights of projects the NAC has done to work effectively and cooperatively with FNS, IHS, Diabetic Prevention Programs and the Food Distribution Program on Indian Reservations (FDPIR) to form a culturally sensitive nutrition education plan that will impact FDPIR clients and that is viable and sustainable. The committee is responsible for nutrition education in Indian Country. All of the committee members will be available to answer questions at the end of the presentation.

**Wynona "Nonie" Wolf - The 5-A-Day Connection in the Blackfeet Community.** Nonie will present 3 programs conducted in Browning MT at the Blackfeet Community including a collaborative effort with Team Nutrition by incorporating costumes which promote fruit and vegetable consumption, 5-A-Day BINGO games, and the Eat Right Montana program which promotes increased activity and healthy eating for life and demonstrates a collaboration of 5-A-Day, the Browning Kids Sports and Fitness Fest, and the Tribal Diabetes grant program.

## BEYOND JUST CHEWING: NUTRITION, DIET AND ORAL HEALTH FOR AMERICA'S CHILDREN

This panel explores oral health issues within the context of nutrition and diet starting with considerations of children and their families, then considering public health and health promotion, and finally exploring how public policymaking can improve oral health and its dietary determinants.

# CONCURRENT SESSIONS (EDUCATIONAL) .....

**3:30-5:00 p.m.**

## **COLLABORATION - A GEORGIA STATE OF MIND**

The state of Georgia, through collaboration efforts, has brought together many partners from the public and private sector in order to support its population-based nutrition services initiative. Through a concerted effort and strategic planning partners are addressing issues of healthy weight, breastfeeding and feeding practices from a common base. Partners are sharing resources and ideas, as well as data, in an effort to build local capacity.

## **REACHING HEALTHY EATING BEHAVIORS: TRAINING TOOLS FOR THOSE WHO EDUCATE**

### ***Nancy Gaston - The ABCs of the Dietary Guidelines for Americans: A Tool for Behavior Change***

Listen and learn about a Web-based, interactive training course entitled the "The ABCs of the Dietary Guidelines for Americans: Science and Application." It is an on-line training tool for nutrition educators and researchers, food service workers, and other health care professionals who provide food and nutrition education or counseling to the public. We will navigate the Web site to see how it delivers an understanding of the Dietary Guidelines, 2000, including the science and rationale for each of the 10 guidelines; the ABC framework in which they were grouped carrying the three basic messages of Aim, Build, and Choose for better health; changes from the 1995 version; and resources to download. This on-line course offers free continuing education credits. Come find out how you can earn them.

## **WIC EDUCATION - IT'S ABOUT FAMILIES!**

Want to learn how WIC can help parents be the first teachers for their children? Come hear about California WIC's Family Centered Education (FCE) statewide pilot - where parents and children participated **together** in nutrition related, school readiness activities. During this lively workshop, you will:

- experience a group education session using the family centered approach
- discuss pilot test results and potential community collaboration
- reflect on how the California experience might work for the families you educate.

## **MEASURING OUR PROGRESS: APPLYING WHAT WE KNOW AND LEARNING MORE!**

***Debra Palmer Keenan - Evaluation 101: Getting the Most Bang for the Buck.*** Good evaluations are necessary if nutrition education interventions are to be effective. Considerable preliminary work needs to be done before any intervention can begin. This presentation describes, given limited funds, how and which evaluations should be emphasized.

# CONCURRENT SESSIONS (EDUCATIONAL)

**3:30 - 5:00 p.m.**

## **BITS, BYTES, AND PIECES: ELECTRONIC RESOURCES FOR NUTRITION EDUCATION**

Do you spend hours searching for just the right nutrition ed materials? Are you tired of all those electronic bookmarks for various nutrition education sites? Do you want to make your Internet time more efficient? If so then join staff from the Food and Nutrition Information Center (FNIC) as they make put all the pieces together for you. This session will highlight nutrition education resources for staff working with USDA Food Assistance Programs.

### ***Ms. Wilson's - Nutrition Education in the 21st Century-The Florida Way!***

Frustrated by the same old - same old client nutrition education methods that seem to get you nowhere and consume so much staff time? Garner some new insights on using technology that clients find interesting and fun and save staff time! This session will highlight some new and future creative strategies used in Florida WIC settings that will improve the nutrition services for both clients and staff. Last but not least - learn how to effectively educate staff when time and resources are limited.

### ***Ms. Carroll - The Louisiana School Health Index (LaSHI)***

The Louisiana School Health Index (LaSHI), an interactive Web-based adaptation of the Centers for Disease Control's School Health Index, was created through two USDA Team Nutrition Training Grants to assist schools to create school environments that promote students' lifelong healthy eating and physical activity habits. The LaSHI provides a quick and fun way to assess each school's environment and develop action plans to make improvements based upon strengths and weaknesses identified. The URL of the website to be discussed is <http://www.doe.state.la.us/healthindex/index.asp>.

## **EAT SMART. PLAY HARD.™: PLUG INTO THE POWER**

Learn about the history and development of the Eat Smart. Play Hard.™ Campaign and the current educational tools. Experience creative and successful strategies for using the materials including "how-to" information from practitioners like you. Find out how to integrate Eat Smart. Play Hard.™ messages into school, community, clinic, and child care environments.

# CONCURRENT SESSION (EDUCATIONAL).....

**3:30-5:00 p.m. CONTINUED**

## **HELPING BABIES AND CHILDREN EAT AND BE WELL: NEW RESOURCES FROM FNS**

This session highlights two new FNS resources for caregivers of infants and young children. "Feeding Infants" is designed for use by those who care for and feed infants under 12 months of age and covers infant development, nutrition for infants, breastfeeding and formula feeding, safe food handling and food preparation, choking prevention, and some Infant Meal Pattern requirements. "Nibbles for Health" includes forty-one newsletters, three brief "sharing sessions," and practical and empowering messages for parents and other caregivers of young children. Simply presented, the focused messages are in a format that is easy to use.

## **INCREASING FRUIT AND VEGETABLE INTAKE AMONG FNS PARTICIPANTS: STRATEGIES AND INITIATIVES**

Increasing consumption of fruits and vegetables is a national priority. In 2002, USDA joined with key DHHS agencies to establish a Memorandum of Understanding that provided a framework for collaboration across federal agencies. This session provides information about fruit and vegetable consumption among low-income groups eligible for the federal nutrition programs and provides highlights of USDA policy and promotion activities. In addition, emerging initiatives will be outlined. Strategies used by schools to implement the USDA Fruit and Vegetable Pilot Program will also be discussed. This pilot program makes fresh fruit and vegetables available free to children during non-lunch periods in 25 schools in each of four States (Indiana, Iowa, Michigan, and Ohio) and one Indian Tribal Organization (Zuni Nation). Other State-based initiatives will also be highlighted.

# CONCURRENT SESSION (INDIVIDUAL)

## A SCORE-BASED VERSION OF THE CHANGING THE SCENE SCHOOL IMPROVEMENT CHECKLIST

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Anne Murphy, Ph.D., R.D., Nutrition Program Evaluation Services, East Lansing, MI

**AUTHOR(S):**

Anne Murphy, Ph.D., R.D., Nutrition Program Evaluation Services, East Lansing, MI

**OBJECTIVE:**

To acquaint participants with an evaluation tool that Michigan Team Nutrition created for use with USDA's Changing the Scene (CTS) kit and how it can be used to generate data to track changes in school nutrition environment at the school or state level.

**ABSTRACT:**

**Purpose:** To acquaint attendees with a modified version of School Improvement Checklist that can be used with USDA's Changing the Scene (CTS) kit. This pre/post assessment tool incorporates a numerical scoring system for each (and all) of the six CTS components that allows users to measure change from the beginning to the end of the school year. This modified checklist requires less time for school teams to complete than CDC's School Health Index and provides results that are more quantifiable than the current CTS School Improvement Checklist. Tips for training schools to use this tool and for setting up a state-wide data system to track change will be shared.

**Methods:**

In this show-and-tell session, Dr. Murphy will distribute copies of the pre/post checklist and will walk participants through the recommended ways of using the tool, entering the results and using the generated data.

**Findings:**

The tool, data file and tips for using this assessment with Michigan schools will be shared.

**Conclusions/Implications:**

This pre/post assessment is an easy-to-use tool to track changes in the nutrition environment for individual or multiple schools.

# CONCURRENT SESSION (INDIVIDUAL)

## *NUTRITION \$EN\$: STUDENTS ENCOURAGING NUTRITIOUS SNACKS EVERYDAY IN MONTANA HIGH SCHOOLS*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Katie S. Bark, R.D., L.D., Montana State University, Bozeman, MT

**AUTHOR(S):**

Katie S. Bark, R.D., L.D., Montana State University, Bozeman, MT  
Chris Emerson, M.S., R.D., Office of Public Instruction, Helena, MT

**OBJECTIVE:**

Recognize three key elements to successful promotion of healthy food choices to teens through student stores, businesses, clubs and organizations including:

1. Meeting student organization goals;
2. Providing nutrition education to students about healthful food and beverage choices; and
3. Offering resources (toolkit) to give methods to purchase, sell and market healthy food choices to students through school and community partnerships.

**ABSTRACT:**

High school students often avoid the cafeteria and select meals or snacks at student stores. Wildey, et. al. (JADA, March 2000) demonstrated that over 88% of middle school student store inventory is high in fat or sugar. As defined by the USDA Healthy School Nutrition Environment Improvement Checklist, Component 3, "...all foods and beverages that are available at school should contribute to meeting the dietary needs of students." The purpose of this project was: a) to involve high school students in various student organizations in an innovative sales project centered on nutritious foods and beverages; b) to increase the availability of nutritious food and beverage choices sold in student businesses; and c) to learn successful sales strategies to promote nutritious foods and beverages in student businesses. Through a pilot project involving four Montana high schools, the state agency will develop a tool kit to assist student organizations to successfully purchase, sell and market healthful foods and beverages. The toolkit will include information about nutrition policies, recommended hours of operation, food safety, popular nutritious foods and beverages, Montana-made products, potential vendors, price structuring, successful marketing strategies, and vital school and community partners.

# CONCURRENT SESSION (INDIVIDUAL)

## *REACHING FOR HEALTH – EFFECTIVE STRATEGIES FOR PARTNERING*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Julie K. Allington, M.S., R.D., C.D., Nutrition Education Consultant, WI Department of Public Instruction; Food Service Director, Dane County Consolidated Food Services; Dietetic Internship Director, University of Wisconsin Hospital and Clinics; School Food Service Consultant, WI Department of Public Instruction.

**AUTHOR(S):**

Julie K. Allington, M.S., R.D., C.D., Nutrition Education Consultant, WI Department of Public Instruction; Food Service Director, Dane County Consolidated Food Services; Dietetic Internship Director, University of Wisconsin Hospital and Clinics; School Food Service Consultant, WI Department of Public Instruction.

**OBJECTIVE:**

To highlight the effective collaborative efforts for nutrition education in Wisconsin and the innovative strategies used by 30 Wisconsin schools to promote healthy eating among their students.

**ABSTRACT:**

Between September 2001 and January 2002, criteria were developed to select 30 Wisconsin schools/districts that were committed to making significant improvements in their school nutrition environments. This project is funded through a Team Nutrition Training grant and is organized around the six components of USDA's Changing the Scene Toolkit: Commitment to Nutrition and Physical Activity, Quality Meals, Other Healthy Food Options, Pleasant Dining Experience, Nutrition Education and Marketing. The 30 schools began their projects in spring, 2002 and will complete them by June 2003. Each school was required to submit a background summary for each of the components, complete a detailed assessment at the beginning of the project, identify priorities based on that assessment, and develop an action plan to meet desired outcomes. Through innovative strategies, school teams are addressing identified needs and overcoming challenges to meet their desired outcomes. Trainings, resources and technical assistance are provided to the schools as needed. Final assessments will be completed by June, 2003 at which time a media event will be planned for those making significant improvement in their nutrition environments. Preliminary results of the projects show increased awareness of the areas needing change and exciting ways this change has been implemented. Best Practices and models for change will be published in September 2003 based on the experiences of the Team Nutrition Project Schools and will be distributed to all schools in the state.

# CONCURRENT SESSION.....(INDIVIDUAL).....

## *POLICY DEVELOPMENT: THE KEY TO CHANGING THE SCHOOL ENVIRONMENT*

**10:30 a.m.-12:00 p.m.**

**PRESENTERS:**

Janice K. Lewis, M.A., R.D., Nutrition Education Consultant, California Department of Education, Nutrition Services Division, Sacramento, CA

Margaret Aumann, M.P.H., R.D., Nutrition Education Consultant, California Department of Education, Nutrition Services Division, Sacramento, CA

**AUTHOR(S):**

Janice K. Lewis, M.A., R.D., Nutrition Consultant, California Department of Education, Nutrition Services Division, Sacramento, CA

Margaret Aumann, M.P.H., R.D., Nutrition Education Consultant, California Department of Education, Nutrition Services Division, Sacramento, CA

**OBJECTIVE:**

At the end of this session, the participant will be able to identify the steps in development of locally-determined nutrition/physical activity policies, including the role of a Policy Committee with diverse representation from the school and broader community.

**ABSTRACT:**

Locally-developed school nutrition/physical activity policies are being developed by six school districts in California as a result of funding provided by a USDA Team Nutrition grant in March 2002. These grantees were selected through a competitive process to develop such policies, secure school board adoption, and develop a plan of action for implementing the new policies.

This session will review the successes and challenges of these funded school districts in: 1) Assessing how healthy food choices and physical activity are supported by the district's current environment; 2) Organizing and maintaining a school nutrition/physical activity policy team; 3) Prioritizing and drafting the policies that are submitted to the school board for adoption; 4) Updating the school and broader community on the progress toward adoption of the proposed policies; 5) Recommending alternate fund raising opportunities to replace the revenue obtained from sales of less healthy foods; and 6) Developing a plan of action for implementation of the newly-adopted policies. Also highlighted in the session will be the role of the 17-member School Nutrition/Physical Activity Policy Advisory Committee that is assisting the California Department of Education, Nutrition Services Division in monitoring these grants and providing technical assistance to the grantees. Assistance from this Advisory Committee includes planning a Grantee Orientation Workshop in May 2002 and recommending the content of a Policy Manual prepared for dissemination to the grantees. A proposed evaluation and data collection plan for this project will be shared with attendees of this session. These funded policy projects can serve as models for schools seeking to establish similar policies to change the school nutrition environment and improve access to high-quality foods and physical activity as an integral part of the education experience.



# CONCURRENT SESSION (INDIVIDUAL)

## *HOW TO USE SOCIAL MARKETING TO TACKLE THE "TOUGH SELL"*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Susan Conley, Director of Food Safety Education, Food Safety and Inspection Service, USDA  
Washington, DC

**AUTHOR(S):**

Susan Conley, Director of Food Safety Education, Food Safety and Inspection Service, USDA  
Washington, DC

**OBJECTIVE:**

Participants will learn how social marketing concepts can be used in the promotion of a health-enhancing behavior that faces significant consumer resistance—in this case, using food thermometers to check the safety and “doneness” of meat.

**ABSTRACT:**

Social marketing is emerging as a significant tool for nutrition educators who are trying to tackle the “tough sell” and achieve behavior change in consumer diets/eating behaviors. FSIS has applied social marketing concepts to its program to increase consumer use of food thermometers—and FSIS is breaking new ground working with social marketing experts to utilize geo-demographic databases and computer modeling programs to pinpoint the location and profile of consumers most open to their marketing message.

In the first phase of the campaign’s development, FSIS applied the four “P’s” of social marketing to enhance the campaign’s effectiveness: product, price, place, and promotion. By understanding the barriers to behavior change, educators can seek to establish an “exchange”—a benefit that outweighs the cost. In the new phase of the campaign, FSIS is refining audience segmentation and message development by using geo-demographic modeling. Traditional demographic approaches focus on issues such as race or gender. This new approach seeks to identify audience values and lifestyles in order to successfully target the right message to the right audience. For nutrition educators, social marketing and audience segmentation are powerful tools that give them the edge employed by commercial marketers. Whether educators are conducting large-scale interventions or small campaigns, there are lessons to be learned that can help educators reach the results they want—behavior change.

# CONCURRENT SESSION (INDIVIDUAL)

## *DEVELOPING A MULTIMEDIA CD FOR EDUCATORS: LESSONS LEARNED AND HOW USERS RESPONDED TO THIS NEW LEARNING APPROACH*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Ellen R. Schuster, R.D., Nutrition and Food Specialist, Oregon State University, Corvallis, OR

**AUTHOR(S):**

Ellen R. Schuster, R.D., Nutrition and Food Specialist, Oregon State University, Corvallis, OR  
Holly Berry, Marion County Extension Office, Salem, OR  
Renee Carr, Multnomah County Extension Office, Portland, OR  
Sharon Cartwright, Oregon State University, Corvallis, OR  
Steven Dodrill, Oregon State University, Corvallis, OR  
Molly Engle, Oregon State University, Corvallis, OR  
Bob Rost, Oregon State University, Corvallis, OR  
Janice Smiley, Multnomah County Extension Office, Portland, OR

**OBJECTIVE:**

Participants will be able to describe at least two ways to effectively develop a multimedia product.

**ABSTRACT:**

This session will share key lessons learned involved in the production of a self-study multimedia CD for educators. Feedback from reviewers will also be shared. Unique elements of this product: video-streaming, narration, graphics, photos representing ethnically diverse teen parents, teaching tips for educators that can be printed off and links to Web materials. The product, "Helping Teen Parents Feed Their Young Children" was intended to replace bulky training materials because some county offices are running out of storage capacity for training and other materials. Lessons learned from the production of this module will include how to choose vendors, ensuring appropriate literacy levels of release forms and linked Web publications.

Total cost for a product representing about 40 minutes of user contact time using about 41 HTML pages, 30 photos, 15 graphics, 5 animations, about 5 minutes of video, 4 interactive questions and 7 teaching tip resource (pdf) files was \$23,500. Twelve reviewers responded to a survey about the content and use of the module during December 3 - 7, 2001.

Feedback included: 1) most respondents were not familiar with the information presented; 2) most found the module "easy" or "very easy" to use; 3) most were "very sure" or "sure" they could use the module to teach the content to others; 4) half would suggest the module to others; 5) opinion was divided equally about whether respondents preferred the module or other types of training. Developing multimedia self-study modules is a viable approach to supplement other types of training for nutrition educators.



# CONCURRENT SESSION (INDIVIDUAL)

*DEVELOPING NUTRITION RESOURCES FOR COMMUNITY AGENCIES THAT SERVE LOW-INCOME WOMEN AND THEIR FAMILIES IN RURAL GEORGIA*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Denae B. Meadows, M.P.H., R.D., L.D., C.H.E.S., Research Coordinator, University of Georgia, Athens, GA

**AUTHOR(S):**

Denae B. Meadows, M.P.H., R.D., L.D., C.H.E.S., Research Coordinator, University of Georgia, Athens, GA  
Rebecca M. Mullis, Ph.D., R.D., L.D., University of Georgia, Athens, GA

**OBJECTIVE:**

Participants will recognize the importance of training and empowering community agency personnel to deliver nutrition messages to low-income women.

**ABSTRACT:**

The purpose of this project was to demonstrate that a comprehensive community approach to prevention oriented nutrition education, screening, case management and community support in low-income women and their families will improve nutrition behaviors and modify chronic disease risk factors. The program impacts three different groups within five rural counties in Georgia: low-income women and their families, food stamp and health professionals, and community food and health related businesses. Because training and empowering professionals at community agencies that serve a rural low-income clientele is a primary objective of the program, a six-week nutrition class series was developed. Nutrition education materials were developed using visual images and supporting text with literacy level at the third grade or lower. A program website (<http://www.fcs.uga.edu/wellnessfirst>) has also been designed as a nutrition resource and contains program information such as handouts, scripts, contact information, and a community calendar of events. Evaluation instruments were administered to class participants at the first and final session of the six-week class series and include a pre and post quiz, Food Frequency Questionnaire (FFQ), Health Risk Appraisal (HRA), and program evaluation. Weight was also measured at both intervals. Results indicated that participants score on the FFQ improved by 5.6 points, weight loss averaged 2.8 pounds, and positive feedback was received regarding program content. Web site usage (21,470 hits) also indicates agencies are utilizing the site for dissemination of nutrition education materials to low-income clientele. A Peer Nutrition Education Manual was recently completed for integration of a train-the-trainer model with agencies currently participating in the program. The program hopes to gather more consistent quantitative data in the future by continuing to expand throughout counties in rural Georgia.

# CONCURRENT SESSION (INDIVIDUAL)

## *MAKING CONNECTIONS WITH WOMEN: KEY DRIVERS TO BEHAVIOR CHANGE*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Kathleen A. Loughrey, R.D., M.P.H., Administration on Aging, U.S. Department of Health and Human Services, Washington, DC

**AUTHOR(S):**

Kathleen A. Loughrey, R.D., M.P.H., Administration on Aging, U.S. Department of Health and Human Services, Washington, DC

**OBJECTIVE:**

Food and Nutrition Service (FNS) conference participants will be able to identify how to design nutrition education programs to change eating behaviors for women with high, mid-, and lower ranges of Healthy Eating Index (HEI) scores and will create and share one idea for applying what they've learned.

**ABSTRACT:**

This session will be highly relevant to conference participants because it will cover cutting edge research published in 2001 that conference participants can readily apply in designing future FNS nutrition education programs. Investigators at USDA conducted a study of women to identify whether women gatekeepers with varying HEI scores would differ on key characteristics enough to warrant targeted approaches to nutrition education. Investigators divided 491 women into three groups based on their scores on a modified HEI using the 1991 – 94 survey of the Market Research Corporation of America Information Services (MRCA) data. Study findings suggested that women were almost universally interested in eating a healthy diet and had few demographic characteristics that distinguished their eating behaviors. Yet they varied on a small number of key characteristics that can be used to design nutrition programs to change eating behaviors. These include a diminished belief by women with lower HEI scores that they can avoid future health problems by exercising and eating healthfully. Women with the lowest HEI scores also reported that they did not know how to eat healthfully. Based on analysis of behavior change theory compared with study results, nutrition educators can apply these findings to improve the diets of women. During the session we will identify implications for designing nutrition education programs. Participants will brainstorm about how to apply findings for FNS participants in their programs and will each create and share an idea for designing a nutrition education program based on what they've learned.

# CONCURRENT SESSION (INDIVIDUAL)

*GOOD FOOD AND PLAY MAKE A BALANCED DAY:  
A MULTI-MEDIA CD FOR STUDENTS IN GRADES 3-8*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Linda R. Stoll, M.P.H., S.F.N.S., Nutrition Service Director, Matanuska-Susitna Borough School District, Wasilla, AK

**AUTHOR(S):**

Linda R. Stoll, M.P.H., S.F.N.S., Nutrition Service Director, Matanuska-Susitna Borough School District, Wasilla, AK

Kirk E. Jenkins, Midwest Design, Salt Lake City, UT  
Tad Henderson, Midwest Design, Salt Lake City, UT

**OBJECTIVE:**

After learning to successfully negotiate through the CD "Good Food and Play Make a Balanced Day," the attendee will be able to name the 5 food groups on the USDA Food Guide Pyramid and the number of servings required from each group, each day, for optimal health.

**ABSTRACT:**

Childhood obesity and overweight have been reported to be this nation's "newest health epidemic." With over 50% of all adults and 11% of all children overweight or obese, the calls for improved diets and increased physical activity are being heard from the Center for Disease Control, Secretary of Health, the Surgeon General, the Senate Committee on Health, Education and Labor, and our two most recent US Presidents. While the need for increased nutrition education and physical education are widely recognized, teachers, who are under the gun to produce improved scores in core subject areas on standardized tests are finding themselves with less time for these "non-essential" learning areas. "Good Food and Play Make a Balanced Day" is an interactive, multi-media CD designed as a self-teaching tool for students in grades 3 - 8. It includes four student focused sections: The Food Guide Pyramid and balanced diet selection, Breakfast, Snacks, and Physical Activity. It uses narrative, video, games puzzles and quizzes to teach the nutrition concepts encouraged in USDA initiatives. A fifth section, designed for parents, teachers and food service professionals shows how Child Nutrition Programs offered in schools can help in achieving the guidelines laid out in the previous four sections. The CD is designed so that students may engage in the learning activities at home or in the classroom without adult interaction. The fast-pace, upbeat style of the presentation will get and keep the attention of students.

Funded collaboratively by Midwest Design and Mat-Su School District.



# CONCURRENT SESSION (INDIVIDUAL).....

## *COLOR ME HEALTHY*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Carolyn Dunn, Ph.D., North Carolina Cooperative Extension Service, Raleigh, NC

**AUTHOR(S):**

Carolyn Dunn, Ph.D., North Carolina Cooperative Extension Service, Raleigh, NC  
Cathy Thomas, M.A.Ed., Physical Activity and Nutrition Unit-Division of Public Health, Raleigh, NC  
Leslie Pegram, North Carolina Cooperative Extension Service, Raleigh, NC

**OBJECTIVE:**

To inform participants about Color Me Healthy, a physical activity and nutrition program designed to reach limited resource children ages four and five.

**ABSTRACT:**

Color Me Healthy is a program designed for limited resource children ages four and five. It provides fun, innovative, interactive learning opportunities on physical activity and healthy eating. Color Me Healthy uses color, music, and exploration of the senses to teach children that healthy food and physical activity are fun. Color Me Healthy is designed to be used in family day-care homes, Head Start classrooms and child care centers serving four and five year olds. Color Me Healthy uses the Train the Trainer Model. Agents with the NC Cooperative Extension Service and their county partners (health department personnel, WIC personnel, 4-H Agents etc.) are trained annually on how to disseminate Color Me Healthy to child care providers in their county. Eighty-two of the one hundred North Carolina counties are participating in Color Me Healthy. Agents and their county partners provide a comprehensive training for child care providers that teaches creative and effective ways to use the program. After attending a training child care providers receive a Color Me Healthy kit for use in their setting. To date, over 2500 child care providers have been trained in using the Color Me Healthy kit in their child care setting. Data are currently being analyzed from the eight week follow-up evaluations with child care providers. Findings from the data will be presented. Preliminary analysis of the data shows that Color Me Healthy kits and materials are being used in the child care settings to successfully teach healthy eating and physical activity.

# CONCURRENT SESSION (INDIVIDUAL)

*FIVE TO 159: BUILDING RELATIONSHIPS RESULTS IN GREATER IMPACT*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Jennifer S. Buechner, R.D., C.S.P., Children's Healthcare of Atlanta, Atlanta, GA

**AUTHOR(S):**

Jennifer S. Buechner, R.D., C.S.P., Children's Healthcare of Atlanta, Atlanta, GA  
 Carol A. MacGowan, M.P.H., R.D., Georgia Department of Human Resources, Division of Public Health, Family Health Branch, Nutrition Section, Atlanta, GA  
 Reandy G. Just, Children's Healthcare of Atlanta, Atlanta, GA

**OBJECTIVE:**

The learner will be familiar with how planning and collaboration led to agency support for a feeding dynamics workshop that resulted in changes in educational methods.

**ABSTRACT:**

A strategic planning process was used by a children's healthcare system to develop childhood obesity prevention as a focus area. As a first step, a feeding dynamics multi-media curriculum was developed as a low-literacy intervention program to help parents assess and respond appropriately to their child's feeding cues. A training workshop was delivered to professionals from agencies in a five county area. The goal was to train them to empower parents to support positive eating skills. To expand the reach of the program to 159 counties statewide, a relationship with a state agency was developed and state level training was completed. The workshop was presented to 435 WIC and other agency staff at regional training sites during 2001-2002. Average pre/post test knowledge scores improved over three-fold. A follow up survey was mailed to 270 attendees to evaluate the impact of training on professional practice. 73% (109/150) reported the training changed their work and 96% (144/150) were interested in further training. Individual comments suggested significant changes in educational approach with clients. As a result of collaboration, expanded reach and program sustainability through grant and contract funding were achieved. The state agency enhanced its practice guidelines on feeding dynamics and provided staff new educational materials and training opportunities.

# CONCURRENT SESSION (INDIVIDUAL)

## *INDICATORS OF HUNGER AND FOOD INSECURITY: HOW DO COMMUNITIES MEASURE UP?*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Kadi Row, M.S., University of Wisconsin-Extension, Madison, WI

**AUTHOR(S):**

Kadi Row, M.S., University of Wisconsin-Extension, Madison, WI  
Judi Bartfield, Ph.D., University of Wisconsin, Madison, WI

**OBJECTIVE:**

Participants will be able to use a new, on-line, interactive web tool for accessing county level indicators of food security and hunger in Wisconsin, and understand steps for creating such a tool for their own states.

**ABSTRACT:**

Wisconsin has a new resource to help communities assess and address food security and hunger- The Wisconsin Food Security Project. This on-line interactive web tool allows users to create customized reports related to predictors of community food security - participation in and access to federal nutrition assistance programs, access to community food production and marketing programs, and economic and employment status. The tool compiles data that are regularly collected by state agencies and organizations, but previously were not easy to find or interpret. County nutrition program coordinators, educators, public officials, anti-hunger advocates and agency staff can now generate reports about local food security predictors, document trends, and compare their status to other counties and the entire state. Such reports can be used to create needs assessments, to target nutrition education projects, and to evaluate impacts of programming.

This session will demonstrate the new web tool through an interactive presentation, and share our model for partnering with others to compile the data and develop the Web site.

This project was funded by a grant from the Wisconsin Department of Health and Family Services.

# CONCURRENT SESSION (INDIVIDUAL)

## *SOCIAL CAPITAL DECREASES RISK OF HUNGER*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Katie S. Martin, Ph.D., University of Connecticut, Department of Nutritional Sciences, Storrs, CT

**AUTHOR(S):**

Katie S. Martin, Ph.D., University of Connecticut, Department of Nutritional Sciences, Storrs, CT

**OBJECTIVE:**

Participants will learn what social capital is, how it is related to food security, and how we can incorporate it into our work as practitioners.

**ABSTRACT:**

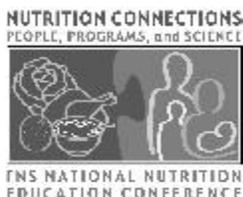
**Objectives:** This research tested whether social capital, a measure of trust, reciprocity and social networks, is positively associated with household food security, independent of household-level socioeconomic factors.

**Methods:** Researchers interviewed 330 low-income households from Hartford, CT from May to October 1999. Household food security and hunger were measured using the USDA 18-item Food Security Module. Social Capital was measured using a 7-item Likert scale and was analyzed using household and community-level scores. Bivariate correlations tested for significant associations between food security and social capital. Logistic regression models were estimated to determine which variables are associated with increased likelihood of experiencing hunger and having social capital.

**Results:** Neighborhood-level social capital and the percent of households experiencing hunger by neighborhood are strongly negatively correlated ( $r = -.625$ ,  $P < .01$ ). Social capital significantly decreases the odds of experiencing hunger (AOR = 0.86 [95% CI 0.76, 0.98]  $P = .02$ ), while controlling for household socioeconomic status. Households with an elderly member are over two and a half times more likely to have high social capital (AOR = 2.75 [1.33, 5.68]  $P < .01$ ) than are non-elderly households. The findings demonstrate that being well connected can make a difference in whether households have enough to eat.

**Conclusions:** The link between social capital and food security provides new information for preventing hunger. Social capital is an important concept that can be incorporated into our work as nutrition educators and program directors.

This research was funded by the Hartford Foundation for Public Giving.



# CONCURRENT SESSION (INDIVIDUAL) .....

*COME TO THE TABLE: CELEBRATE SUCCESS THAT RESULTS FROM  
COLLABORATION TO END HUNGER*

**10:30 a.m.-12:00 p.m.**

**PRESENTER:**

Pamela L. Sigler, M.S. Vocational Education, University of Kentucky Cooperative Extension Service, Lexington, KY

**AUTHOR(S):**

Pamela L. Sigler, M.S. Vocational Education, University of Kentucky Cooperative Extension Service, Lexington, KY

**OBJECTIVE:**

Demonstrate how food security partnerships have increased participation in FNS programs.

**ABSTRACT:**

The Kentucky Food Security and Nutrition Partnership has a broad representation of agencies working to collaborate in efforts to improve the wellness of people living in our state. The results of the partnership included increased participation in the summer feeding program, piloting food stamp access, creating behavioral changes in eating patterns for limited resource people, and creating greater awareness of hunger issues. Challenges continue to be addressed such as improving communications, access, funding, and participation.

# CONCURRENT SESSION (INDIVIDUAL)

## WHO'S ON FIRST? BUILDING HEALTHY HABITS USING THE DIETARY GUIDELINES

**3:30-5:00 p.m.**

**PRESENTER:**

EdnaPage Anderson, Ph.D., Education Associate, Office of School Food Services and Nutrition, South Carolina Department of Education, Columbia, SC  
Josephine Martin, R.D., Ph.D., Consultant, Office of School Food Services and Nutrition, South Carolina Department of Education, Columbia, SC

**AUTHOR(S):**

Edna Page Anderson, Ph.D., Education Associate, Office of School Food Services and Nutrition, South Carolina Department of Education, Columbia, SC  
Josephine Martin, R.D., Ph.D., Consultant, 2001 Team Nutrition Grant, Office of School Food Services and Nutrition, South Carolina Department of Education, Columbia, SC  
Sally P. Temple, M.S., R.D., Consultant for the South Carolina 2001 Team Nutrition Grant, Office of School Food Services and Nutrition, South Carolina Department of Education, Columbia, SC  
Vivian B. Pilant, M.S., R.D., Director, Office of School Food Services and Nutrition, South Carolina Department of Education, Columbia, SC

**OBJECTIVE:**

The participant will be able to describe a learning program that links the school food service assistant to building healthy habits at home, at school, and in the community.

**ABSTRACT:**

Bruno Bettelheim, the late University of Chicago psychologist said, "How one is being fed, and how one eats, has a larger impact on the personality than any other human experience." Which school nutrition team member has the most contact with students? The greatest influence on the quality of food served? Who is the most neglected decision maker on the team? In many schools, it is the school food service assistant (SFS). Building Healthy Habits Using the Dietary Guidelines is a 15-hour self-paced learning program for school food service assistants (SFS) designed to help them learn ways to help their families and the students develop healthy food habits. This learning program, approved by ASFS for 15 certification credits, was developed under a 2001 Team Nutrition Grant and is designed to reach the 6500 school food service assistants in South Carolina. Eighteen interactive lessons focus on the importance of the SFS using the basic nutrition education tools, such as the DGA, FGP, RDA, Food Labels and the SMI, to build healthy habits. Each lesson includes learning objectives, pre- and post-tests, learning activities, and strategies for connecting with students, classroom, and community. In this train the trainer program, the school nutrition director trains the school nutrition managers (SNM) and the SNM coaches the SFS.

Imagine the impact on student health if every SFS was motivated to become an ambassador for building healthy habits in the nation's schools and families. Building Healthy Habits is a model for schools to use in maximizing this resource as ambassadors for America's children and communities.

**NUTRITION CONNECTIONS**  
PEOPLE, PROGRAMS, and SCIENCE



FNS NATIONAL NUTRITION  
EDUCATION CONFERENCE

# CONCURRENT SESSION (INDIVIDUAL) .....

## *DIETARY GUIDELINES FOR AMERICANS: A STATEWIDE TRAINING PARTNERSHIP*

**3:30-5:00 p.m.**

**PRESENTER:**

Carol R. Miller, R.D., M.Ed., L.D., Maryland Department of Health and Mental Hygiene,  
Baltimore, MD  
Judy Dzimiera, R.D., L.D., M.Ed., Maryland State Department of Education, Baltimore, MD

**AUTHOR(S):**

Carol R. Miller, R.D., M.Ed., L.D., Maryland Department of Health and Mental Hygiene,  
Baltimore, MD  
Deborah H. Rhoades, M.A., R.D., Maryland Cooperative Extension, Baltimore, MD  
Judy Dzimiera, R.D., L.D., M.Ed., Maryland State Department of Education, Baltimore, MD

**OBJECTIVE:**

The participants will be able to describe an effective teaching model and a unique educational materials distribution system developed as a partnership between state agencies.

**ABSTRACT:**

A USDA Team Nutrition 2000 Training Grant was awarded to conduct statewide education sessions through a partnership between the state departments of education and health. Grant activities included training of health professionals, school administrators, teachers, nurses and food service employees and development of an educational materials distribution center. All training sessions included pre and post testing of attendees; training on the rationale and substance of each of the Guidelines; and use of target audience appropriate follow up materials. Tabletop exhibits for each Guideline were developed which demonstrated serving size, food choices and educational activities. Training post tests verified an increase in knowledge from pre-testing. Over 400 attendees participated over a 14 month period, representing all geographic areas of the state and 92% of public school systems. Six thousand pieces of educational materials were ordered from the Distribution Center, run by incarcerated women. This center offers low-cost services, relieves a distribution burden and provides rehabilitation for prisoners. This grant demonstrated the strengths of statewide partnerships in developing training initiatives for health professionals and school personnel.

# CONCURRENT SESSION (INDIVIDUAL)

## *EFFECTIVE STRATEGIES IN NUTRITION COMMUNICATIONS*

**3:30-5:00 p.m.**

**PRESENTER:**

Isobel Contento, Ph.D., Mary Swartz Rose Professor of Nutrition, Program in Nutrition, Department of Health and Behavior Studies, Teachers College, Columbia University, New York, NY

**AUTHOR(S):**

Isobel Contento, Ph.D., Mary Swartz Rose Professor of Nutrition, Program in Nutrition, Department of Health and Behavior Studies, Teachers College, Columbia University, New York, NY

**ABSTRACT:**

A review of about 350 studies, 150 of them reported since 1995, provides evidence that nutrition education is effective in changing dietary behavior, even though there is variability in outcomes. This is good news for health professionals. Interventions must address the environment as well as the individual. Interventions strategies that have been identified from research as contributing most strongly to nutrition communication effectiveness are as follows: (1) they are behaviorally focused; (2) address motivators and reinforcers that are personally relevant to the people in the target group, such as outcome expectancies and beliefs, attitudes, benefits and barriers (pros and cons), self-identities, social influences, self-efficacy and environments; (3) use active interpersonal strategies that systematically incorporate self-assessment compared to a standard, goal setting/self-monitoring/feedback, social support, small groups, and involvement of family. (4) Communications through non-personal media such as letters and newsletters can be effective by using computer-tailored or individualized self-assessment and feedback. (5) The relative importance of various psychosocial variables by stage of dietary change has been used to provide interventions to groups and individuals, resulting in positive movement through the stages of change and improved behavior change. (6) A variety of non-traditional channels also show promise, such as motivational interviewing by telephone, use of the Web, or kiosks in supermarkets. (7) Studies also show that direct involvement with food, such as cooking, enhances preferences, motivation and self-efficacy. (8) Long-term maintenance of change is more likely when people are provided with a general framework for choosing foods and a feasible system for self-monitoring and making trade-offs in food intake, and when people develop enhanced taste preference for the changed foods, and give meanings to the changes. That is, people eat what they like, but they also come to like what they eat. Adding foods to the diet (e.g. fruits and vegetables) may involve different change strategies than reducing certain foods, beverages, or food constituents (e.g. fat or salt). In sum, nutrition communications are more likely to be effective when messages are behaviorally focused, personally relevant, repeated and reinforcing through multiple channels, over and over again; and when environments provide people with repeated exposure and hands-on experience with healthful, tasty and affordable foods.

# POSTER PRESENTATION

NUMBER 1

TUESDAY, FEBRUARY 25

## EVALUATING A MULTI-LEVEL SOCIAL MARKETING NUTRITION AND PHYSICAL ACTIVITY CAMPAIGN: TRIANGULATING QUALITATIVE, PROCESS, AND OUTCOME DATA

### AUTHOR(S):

Susan B. Foerster, M.P.H., R.D., Chief, Cancer Prevention and Nutrition Section, California Department of Health Services, Sacramento, CA

J. Gregson, M.P.H., C.H.E.S., Sharon Sugerman, M.S., R.D., L.D., F.A.D.A., A. Keihner, M.S.,

M. Oppen, M.P.H., C.H.E.S., A. Fourney, Dr.P.H., Public Health Institute, Sacramento, CA

### OBJECTIVE:

To demonstrate how the Social-Ecological Model can be used as a framework for evaluation.  
To understand how multiple types of data can be considered together for an empirical analysis.

### ABSTRACT:

The *California Nutrition Network for Healthy, Active Families (Network)* is sponsored by the state departments of Health Services and Social Services to benefit Food Stamp and similar low income households with children; principal funding is through the USDA Food Stamp Program and the in-kind contributions of multiple public entities. Consumer endpoints are to increase fruit and vegetable intake, physical activity, and participation in Federal food assistance programs (especially Food Stamps) by the targeted populations. In 1996 the initial challenge from USDA was to develop partnerships, create a social marketing plan, and identify resources to implement the plan. Now in its sixth year of operation, the *Network* contracts with nearly 200 agencies in a dozen channels, and an estimated 1,000+ public, non-profit and business partners are involved at the state and local levels. This is done through a multi-level social marketing program guided by the Social-Ecological Model, informed by state-specific research and evaluation, with key results established for media, retail, community development, and systems, policy and environmental change at the state, regional and local levels. Activities are very diverse. They include small group education, media outreach, supermarket and farmers'/flea market promotions, community events and projects, organizational change, and policy education. The focus of this presentation will be to describe how the *Network* is evaluated against both the original charge and the consumer objectives. As is typical of real-world social marketing initiatives, experimental evaluation methods are not practical at least in part because it is invalid to select subjects randomly, isolate intervention and control conditions, or assure continuity and consistency of interventions. Rather, conclusions about effectiveness must be drawn from multiple data sources using a variety of measures, akin to detective work, that provide a complete picture of the campaign's effectiveness. *Consumer outcomes* are gathered from multiple population-based surveys complemented by small-scale evaluations, *organizational and community outcomes* are drawn from qualitative case studies, and *process tracking measures* of fiscal expenditures and counts of social marketing activities (advertising, PR, promotion, personal sales/education, media advocacy) provide quantitative information about population exposure to the multiple interventions. These data will be triangulated into a multi-year case study tracing the process of program implementation to endpoints of environmental and individual change. A highlight will be the analysis of statewide media statistics to corroborate the changes being reported from the field. Implications of this evaluation for states' achievement of USDA objectives relative to the *National 5 A Day Program*, healthy weight, and food security will be discussed.

# POSTER PRESENTATION

NUMBER 2

*VALIDATION OF THE NUTRITION KNOWLEDGE COMPONENT OF A  
SURVEY INSTRUMENT DESIGNED FOR EVALUATION OF WIC  
PARTICIPANTS WITH OVERWEIGHT RISK*

**AUTHOR(S):**

Carmen R. Roman-Shriver, Ph.D., R.D., L.D., Texas Tech University, Lubbock, TX

Brent J. Shriver, Ph.D., Texas Tech University, Lubbock, TX

L. Suzanne Henderson, M.S., Texas Tech University, Lubbock, TX

**OBJECTIVE:**

Describe The Methods Used To Develop A Valid Knowledge Questionnaire.

**ABSTRACT:**

The validity of the knowledge component of a survey instrument was established through the current research. Three groups of subjects completed the knowledge questionnaire: 24 guardians of children enrolled in the WIC program with overweight nutritional risk criteria, 22 Registered Dietitians, and 26 undergraduate students enrolled in an introductory nutrition course. Comparing item facility between all groups, as well as analyzing overall homogeneity and item discrimination determined validity of the questionnaire. Examination of these parameters indicated the questionnaire is a valid measure of overweight nutrition knowledge. The validated nutrition knowledge questionnaire is one component of a larger survey that will be administered statewide to determine the factors contributing to improvement and non-improvement of children enrolled in the Texas WIC program with overweight nutritional risk criteria.

# POSTER PRESENTATION

NUMBER 3

TUESDAY, FEBRUARY 25

## *TEACHERS AND PRINCIPALS AS ADVOCATES FOR NUTRITION EDUCATION*

### **AUTHOR(S):**

Edna Page Anderson, Ph.D., Office of School Food Services and Nutrition, South Carolina Department of Education, Columbia, SC

Kelli Kenison, M.S., C.H.E.S., Health Education Consultant, Columbia, SC

Vivian Pilant, M.S., R.D., Director, South Carolina Department of Education, Columbia, SC

### **OBJECTIVE:**

Participants will describe at least three strategies for involving teachers and administrators as advocates for school-based nutrition education programs.

### **ABSTRACT:**

While it is necessary to gain the support of teachers and administrators for school-based nutrition education programs, it is important to realize that the messages and strategies for these two groups of stakeholders are different.

The presenters will outline the results of a statewide qualitative study designed to examine the attitudes and perceptions of teachers and administrators toward the school meals program. Researchers conducted thirteen focus groups with teachers and twelve key informant interviews with school principals. While the results are parallel, there are distinct differences indicating the need to develop differing messages and strategies for these two groups.

Participants will have the opportunity to brainstorm and share strategies for involving key stakeholders in advocating for quality school-based nutrition education programs. Recommendations will be distributed.

The Office of School Food Services and Nutrition at the South Carolina Department of Education funded this project.

# POSTER PRESENTATION

NUMBER 4

## *EATSMART: A MULTI-STATE WEB-BASE DESIGNED CERTIFICATION PROGRAM FOR NUTRITION ASSISTANTS*

**AUTHOR(S):**

Heli J. Roy, Ph.D., R.D., Louisiana State University Agricultural Center, Baton Rouge, LA  
Annrose M. Guarino, Ph.D., R.D., L.D.N., Louisiana State University Agricultural Center,  
Baton Rouge, LA

Catrinel E. Stanciu, M.S., Louisiana State University Agricultural Center, Baton Rouge, LA

**OBJECTIVE:**

Nutrition training and certification of Community Nutrition program paraprofessionals improves competence in program delivery and assures improvement in content.

**ABSTRACT:**

A competent paraprofessional is a product of a well designed initial training program, supported transition, ongoing training, and an effective performance management system. Technical knowledge of nutrition education subject matter is important, but poses a logistical challenge to programs based on this model. Through two Community Nutrition Programs targeting limited resource families, the Family Nutrition Program (FNP) and the Expanded Food and Nutrition Education Program (EFNEP) employs over 100 Nutrition Education Paraprofessionals. The paraprofessional model emphasizes development of competencies, related directly to performance management. In 2000, Louisiana FNP faculty contributed to a Web-based paraprofessional training curriculum, EATSMART, that includes more than 25 nutrition education modules that are available through Internet access to Louisiana and other states. It incorporates pre- and post-test components and provides the basis of the Nutrition Assistant Civil Service Certification program. A workbook, developed by the Texas Agricultural Extension Service, serves as an additional tool to assist the in the certification process. The information in the manual complements the Internet curriculum and used as a supplement to enhance learning. During the past year, 66 Louisiana Community Nutrition Educators, 11 from the Family Nutrition Program (FNP) and 56 from Expanded Food and Nutrition Education Program (EFNEP) successfully completed the Web-based certification program, as indicated by a passing score of 75% on a written, moderated nutrition exam and demonstrated application of the Internet lessons. The Nutrition Assistant Certification Exam allows paraprofessionals to master a minimum of competencies necessary to perform their job and maximizes the paraprofessional's potential.

*QUALITATIVE EVALUATION OF HISPANIC AND NON-HISPANIC  
FEMALES' ATTITUDES AND BELIEFS ABOUT CANCER  
PREVENTION AND NUTRITION EDUCATION*

**AUTHOR(S):**

Jennifer Anderson, Ph.D., R.D., Colorado State University, Fort Collins, CO  
Elena Serrano, Ph.D., Virginia Tech, Blacksburg, VA  
Susan Martin Gould, Ph.D., R.D., Colorado State University, Fort Collins, CO  
Melissa Werth, M.S., Colorado State University, Fort Collins, CO

**OBJECTIVE:**

Attendees will understand the benefits and barriers to eating healthfully and cancer prevention when designing nutrition education programs for Hispanic and non-Hispanic females.

**ABSTRACT:**

Focus groups were conducted as part of a formative evaluation prior to developing an interactive multimedia (IMM) computer program to educate Hispanics and non-Hispanics about reducing their cancer risk through eating whole foods. The main objectives were to determine participants': 1) perceived benefits related to eating healthfully and cancer prevention; 2) perceived barriers related to eating healthfully and cancer prevention; 3) perceived susceptibility to cancer; 4) perceptions of cancer severity; and 5) recommendations for the development of an educational program. A trained, bilingual moderator and co-moderator conducted 12 focus groups in Colorado with 95 female participants. The Health Belief Model formed the framework for the questioning route. The co-moderator and a second researcher analyzed the transcripts separately to verify conclusions. Both non-Hispanic and Hispanic women had similar perceptions concerning cancer. Participants felt they had little or no control over cancer because it was genetic and/or God's destiny. Only those who perceived themselves at risk due to family history or age, showed interest in receiving cancer information. Other participants were more concerned about issues such as weight control, cooking classes, diabetes, and children's nutrition. Most participants perceived cancer as a disease they would fight with a positive attitude and win, especially for their children. Effort in developing an IMM program focused on reducing cancer risk needs to predominantly target those individuals with misconceptions about cancer prevention strategies. This program may need to be used with other avenues to help spread cancer prevention messages, including advertising and classes.

This project has been funded by the National Cancer Institute (NCI) of the National Institutes of Health (NIH).

# POSTER PRESENTATION

NUMBER 6

## *FIT, HEALTHY AND EAGER TO LEARN: TEAMING UP FOR KIDS' SUCCESS*

### **AUTHOR(S):**

Susan S. Fiore, M.S., R.D., Connecticut State Department of Education, Office of Child Nutrition, Middletown, CT

Colleen A. Thompson, M.S., R.D., University of Connecticut, Department of Nutritional Sciences, Storrs, CT

Ellen L. Shanley, M.B.A., R.D., C.D/N., University of Connecticut, Department of Nutritional Sciences, Storrs, CT

### **OBJECTIVE:**

Participants will learn strategies for collaborating with state partners to help school/community teams work together to improve children's health and learning.

### **ABSTRACT:**

Connecticut recently held its first statewide summit on coordinated school health, through a partnership of the state's Team Nutrition (TN) grant and other state agencies/organizations. Summit objectives included having participants understand: the relationship of health to academic achievement; the benefits of implementing the Coordinated School Health Program (CSHP) model with an emphasis on team development and collaboration; and how to promote good nutrition and physical activity for children.

The conference was planned and funded by a collaboration of state agencies and organizations including the Departments of Education, Public Health, Children and Families, University of Connecticut, New England Dairy & Food Council and American Academy of Pediatrics. Target audiences included school administrators, teachers, school nurses, food service personnel, school health providers, and community partners. Districts were encouraged to send teams of at least three people representing the different CSHP components. Nationally renowned speakers addressed topics such as the CSHP model, the obesity epidemic, the importance of breakfast to learning, and developing effective teams for success. Attendees learned how to use resources to help schools implement policies and practices for a healthy school nutrition environment, including "Changing the Scene," "School Health Index," and "Fit, Healthy and Ready to Learn."

Maximum attendance (331) was achieved, representing 58 school teams. Conference evaluations and media responses were extremely favorable. The event kicked off Connecticut TN's Healthy School Nutrition Environment (HSNE) Initiative. Through ongoing partnerships, future TN grant activities include workshops, training and technical assistance to help schools continue to implement HSNE at the local level.

# POSTER PRESENTATION

NUMBER 7

## *FOOD FOR THOUGHT: FOOD LABEL AND PACKAGE SURVEY (FLAPS)*

### **AUTHOR(S):**

Susan J. Brecher, M.B.A., Food and Drug Administration, Center for Food Safety and Applied Nutrition, College Park, MD

Anna-Marie N. Brown, Mary M. Bender, Ph.D., Nancie M. McCabe, Carol J. Spease, M.A.

### **OBJECTIVE:**

Participants will become familiar with the kind of information FLAPS can provide and determine how to access the database.

### **ABSTRACT:**

The Food Label and Package Survey (FLAPS) characterizes various aspects of the labeling of processed, packaged foods regulated by the Food and Drug Administration (FDA), such as nutrition labeling, ingredients, health claims, and nutrient content claims. FLAPS is the only large-scale survey that routinely reviews food label information representative of the nation's food supply. In 2000-2001, FDA conducted the twelfth FLAPS survey since 1976, with a total of 1,281 products representing 57 product groups. The Information Resources Inc. (IRI) InfoScan 1999 database served as the sampling frame from which FDA drew a multistage, representative sample of food brands for this survey. IRI projection factors yield an accurate extrapolation of sales from their sample stores to the total US. FDA first defined product groups and assigned IRI's product types (e.g., ketchup, cheese) into those groups. FDA then selected the top three selling brands in each product type and randomly selected follower products from the remaining brands. The FLAPS questionnaire has been updated from survey to survey to account for changes in the regulations and to capture major trends in information disseminated to the public, without sacrificing basic material that is needed to do trend analysis. Health claims and nutrient content claims provide information to the consumer, such as the relationship between calcium and osteoporosis and the inclusion of terms such as "low fat," respectively. FDA wants the nutrition education community to know more about the FLAPS database and to use the data to help plan healthy diets.

TUESDAY, FEBRUARY 25

# POSTER PRESENTATION

NUMBER 8

*STRATEGIES AND SOLUTIONS FOR A COST-BENEFIT  
ANALYSIS AND EVALUATION FOR STATE FOOD STAMP  
NUTRITION EDUCATION PROGRAMS*

**AUTHOR(S):**

Jane M. Clary, Ph.D., R.N., M.S., C.H.E.S., Purdue University, West Lafayette, IN

**OBJECTIVE:**

Participants will learn how to implement similar evaluation methods and cost-benefit analysis strategies for their state Food Stamp Nutrition Education Programs.

**ABSTRACT:**

This study provides an economic evaluation of the Indiana Family Nutrition Program (FNP). A phenomenological perspective was employed to measure and to identify knowledge, behavior, and attitude change for a summative evaluation and cost-benefit analysis of the Indiana Family Nutrition Program.

The theoretical framework of phenomenology, self-efficacy, adult education principles and the use of "The Program Planning Model" were incorporated into this study. Data consisted of pre- and post-test surveys (n=367) and seven focus groups and six one-on-one interview (n=91) with participants who completed five or more lessons.

The evaluation shows FNP lessons create tangible benefits in terms of individual cost savings compared to total FNP costs. Conservative cost savings estimate of individual food expenditures alone is 8 percent of total program costs. The highest estimate of food savings could almost pay for total program costs. Other areas that show cost savings are government assistance and illnesses attributed to poor nutrition. The entire cost savings estimates generated showed that it is likely the tangible benefits of the program alone could offset anywhere from 50% to 400 % of total program costs.

In the reality of resource scarcity, economic evaluation which effectively links a program's cost to its benefits is necessary for good decision making from a societal viewpoint so scarce resources are not wasted on non-worthwhile programs. It is highly likely that anyone giving full consideration to the program's costs relative to its benefits will judge the Indiana Family Nutrition Program worthwhile.

# POSTER PRESENTATION.....NUMBER 9.....

TUESDAY, FEBRUARY 25

## *INNER CITY FAMILIES AND SERVICE PROVIDERS DIFFER RELATIVE TO UNDERSTANDING OF AND APPROACH TO EARLY CHILDHOOD ANEMIA*

### **AUTHOR(S):**

Rebecca E. Crowell, M.S., University of Connecticut, Storrs, CT  
Michelle Pierce, Ph.D., R.D., University of Connecticut, Storrs, CT  
Ann Ferris, Ph.D., R.D., University of Connecticut, Storrs, CT  
Nitza M. Diaz, M.A., University of Connecticut, Storrs, CT

### **OBJECTIVE:**

Participants will learn how differences in health beliefs influence communication about and understanding of important nutritional issues.

### **ABSTRACT:**

Despite efforts aimed at prevention and treatment, childhood anemia in low-income populations persists. Limitations of prevention programs may be a function of cultural, educational and socioeconomic disparities between community residents and service providers. In Hartford, CT, one of the poorest cities in the nation, 33% of children present with anemia at least once between 18-36 mos. of age. We set out to document beliefs about anemia among parents of these children and service providers. Focus groups and in-depth interviews were conducted with 74 parents, 41 medical providers and 15 WIC nutritionists. While parents and providers were familiar with anemia and the condition's relationship to nutrition, these groups interpreted the condition differently. Parents did not feel confident about their understanding of anemia, often noted behavioral symptoms in their anemic children, and felt that service providers gave insufficient information about a problem that left them emotionally alarmed and uncertain. Health providers pointed to physical symptoms that might be present only in later stages of the condition. They focused on physiological processes that were seen as outside the parent's ability to grasp, and placed emphasis on prevention. Medical providers also felt that anemia was best dealt with in the context of a family's or caretaker's limitations, and were reluctant to prescribe iron. Time constraints and poor communication were cited as significant barriers. Ultimately, parents and providers were frustrated by their inability to jointly address the issue of childhood anemia. To combat childhood anemia, research focused on community-level health beliefs is needed.

# POSTER PRESENTATION.....NUMBER 10.....

## *TAKING 5 A DAY TO THE NEXT LEVEL: 5 A DAY THE COLOR WAY*

**AUTHOR(S):**

Barbara T. Berry, M.S., R.D., Vice President, Programs Produce for Better Health Foundation, Wilmington, DE

**OBJECTIVES:**

The participants will be able to:

1. Discover new tools that use a simple, colorful method for increasing both the variety and quantity of fruits and vegetables by consumers.
2. Describe the components of the new 5 A Day the Color Way campaign and incorporate these new materials into their own work environments, such as hospitals, food service, supermarkets, schools, worksites, media activities, and corporations/organizations.

**ABSTRACT:**

This poster presentation will feature the new 5 A Day The Color Way campaign, a national initiative led by the Produce for Better Health Foundation. The 5 A Day The Color Way campaign uses a variety of social marketing approaches, including audience segmentation, message design, focus group research, the five P's of social marketing, monitoring and evaluation, and public-private partnerships. The science-based 5 A Day The Color Way program highlights the health benefits of eating a colorful variety of fruits and vegetables as part of a healthy diet and provides a simple approach for consumers to achieve 5 to 9 daily servings of fruits and vegetables by encouraging them to eat at least one serving from each of five color categories each day. The campaign is multi-dimensional and includes components for supermarkets, health professionals, schools, foodservice segments, and the media. Supermarket consumer-friendly materials have been designed for produce sections as well as the whole store, including the canned, frozen, and juice sections. A key component of the campaign is the Color Guide, a colorful, easy-to-use consumer foldout brochure that lists the five color categories, the health benefits associated with each color, and a listing of fruits and vegetables for each color. Accompanying this is the Color Way Plan, a 44-page consumer booklet containing information on the color categories, two weeks of color-coded menus, and 24 easy, color-coded, and attractive fruit and vegetable recipes.

*NORTH CAROLINA STRIVE FOR 5 CHALLENGE –  
SOCIAL MARKETING AT WORK!*

**AUTHOR(S):**

Joyce M. Counihan, M.A., North Carolina Nutrition Network, North Carolina State University, Morganton, NC

Carolyn Dunn, Ph.D., North Carolina State University, Raleigh, NC

Penny Pence Smith, Ph.D., Medical Marketing Management, Chapel Hill, NC

Cathy Thomas, M.A., North Carolina Public Health, Physical Activity and Nutrition Unit, Raleigh, NC

**OBJECTIVE:**

Participants will learn how:

- A North Carolina social marketing campaign was developed and implemented by a coalition of state, federal, non-profit and private health-related agencies.
- Process of the campaign's pilot test year and first and second year implementation.
- Research tested the efficacy of the campaign was conducted around the initial marketing test and a mail survey for the first year of implementation.
- A campaign comprised of a balanced marketing communication program integrates various strategies to achieve its objectives.

**ABSTRACT:**

The NC Strive for 5 Challenge social marketing campaign targets limited resource women, ages 35-55, with messages to eat five fruits and vegetables each day and to be active five days each week. TV partnerships in four media markets aired six weeks of purchased and donated PSA spots and weekly news segments coordinated with regional promotional events. Two educational mailings were conducted. A pre and post campaign survey of 8,000 food stamp recipients in the target audience tested baseline and recollection of elements of the campaign: TV news and PSAs, direct mail and regional events. Five media regions were tested, with one region as a control. Significant recollection of campaign elements and positive behavior change were seen over the course of the six week campaign. This project is funded through the North Carolina Nutrition Education Plan.

# POSTER PRESENTATION

NUMBER 12

## *QUALITATIVE EVALUATION OF AN INTERACTIVE MULTIMEDIA NUTRITION EDUCATION PROGRAM*

### **AUTHOR(S):**

Susan M. Gould, Ph.D., R.D., Department of Food Science and Human Nutrition, Colorado State University, Fort Collins, CO

Jennifer Anderson, Ph.D., R.D., Department of Food Science and Human Nutrition, Colorado State University, Fort Collins, CO

Emmy Atkinson, M.S., Department of Food Science and Human Nutrition, Colorado State University, Fort Collins, CO

### **OBJECTIVE:**

Attendees will understand the opportunities of delivering nutrition education to people with limited resources in public places using interactive multimedia.

### **ABSTRACT:**

The objectives of this research were to assess: 1) the use of public waiting rooms for nutrition education, 2) the target population's experience, interest, and concerns regarding the use of computers, 3) barriers to kiosk use as well as strategies to increase voluntary kiosk use, 4) user perceptions and acceptance of interactive multimedia (IMM) instruction, 5) additional locations within the community for kiosk placement, and 6) topics for future IMM programs. Sixty-six (66) key informant interviews were conducted at two kiosk sites. Additionally, 26 surveys were completed before and after using the program. Data analysis revealed that public waiting rooms provide a captive audience for nutrition education due to long waiting times and limited resources. Although most interviewees had very little to no experience with computers, many expressed interest in using a computer while waiting, but doubted their ability. The most common deterrent for use was the lack of information describing the kiosk or program. The majority were not aware that they were allowed to use the kiosk or thought it was only for children. Most respondents indicated that a sign with simple directions would greatly increase the likelihood of future use. Observation also showed that personal guidance through the first several screens made users feel more comfortable. Ninety six percent (96%) of users reported that they enjoyed using the computer to learn about nutrition. The most frequently cited alternate location was the public library and suggestions for future topics included child health and nutrition, weight loss, and diabetes.

The USDA-FNS Food Stamp Program and the Share Our Strength Foundation funded this research.

# POSTER PRESENTATION

NUMBER 13

## *HEALTH LITERACY AND PICTORIAL INSTRUMENT DESIGN EVALUATING NUTRITION EDUCATION PROGRAM IMPACT*

### **AUTHOR(S):**

Annrose M. Guarino, Ph.D., R.D., L.D.N., Louisiana State University Agricultural Center,  
Baton Rouge, LA  
Carol E. O'Neil, Ph.D., R.D., L.D.N., Louisiana State University, School of Human Ecology,  
Baton Rouge, LA

### **OBJECTIVE:**

Participants will recognize, as a principle of adult education, the importance of assessing students' needs when designing evaluation instruments.

### **ABSTRACT:**

A nutrition program evaluation system was designed for at-risk adults of varying literacy skill. A group administered, written, oral and pictorial instrument was tested for validity and reliability. An expert panel and two focus groups were conducted. A pre-test was conducted with 96 limited-resource adults of varying literacy skill. Respondents received a lesson and participated in a self-reported written, oral, pictorial evaluation followed by a personal interview. Descriptive statistics were conducted. The expert panel rated the content validity of the instrument 4.25 on a scale of poor (1) to excellent (5). Qualitative data were analyzed by themes, suggesting more white space, simplified illustrations, use of common words, and eliminate the "don't know" response. The response agreement between the instrument and the personal interviews was 87 percent. Pictorials refine group administered evaluation for adults with varying literacy skill.

Partially funded by USDA, Food Stamp Program.

TUESDAY, FEBRUARY 25

# POSTER PRESENTATION

NUMBER 14

## *EVALUATION OF THE CALIFORNIA BONE HEALTH CAMPAIGN PROMOTING 1% MILK TO LATINO MOTHERS*

### **AUTHOR(S):**

Elizabeth Moreno, M.S., R.D., C.D.E., California Department of Health Services, Sacramento, CA  
Nestor Martinez, M.P.H., R.D., California Department of Health Services, Sacramento, CA  
May Wang, Dr.PH., R.D., University of California, Berkeley, CA  
Erika Takada, M.P.H., Cyndi Walter, B.A., Luz Maria Rodriguez. Karen Black, B.A.  
Public Health Institute

### **OBJECTIVE:**

Identify three data collection methods to evaluate a social marketing campaign.

### **ABSTRACT:**

The California Bone Health Campaign for Low-income Latinas was a pilot social marketing campaign conducted by California Project LEAN (Leaders Encouraging Activity and Nutrition) in 2001.

This osteoporosis prevention campaign promoted the consumption of one extra serving of 1% milk per day for low-income Spanish-speaking Latino mothers and their children. The pilot study utilized media (paid Spanish-language radio commercials, community events, grocery store taste-tests of 1% milk) and a promotora model (led by trained community health workers).

A curriculum (Spanish/English) was developed including four lessons covering the following topics: Osteoporosis, Food Sources of Calcium, Physical Activity, and Maintaining Success for Bone Health.

Using a quasi-experimental design, the study was conducted in two intervention communities and two control sites. One intervention community completed both the media and promotora components. The other completed only the media component. A pre- and post- evaluation questionnaire assessed changes in knowledge, attitudes, and behavior among the target audience.

For the media component, baseline data was collected via face-to-face interviews with 200 Latino women in each of the four communities. Pre-test results showed that whole milk was the principal milk choice among the target audience.

The promotora component was evaluated with a post-campaign telephone-administered questionnaire with 200 promotora participants. Pre- and post-campaign milk sales data were also recorded from local grocers. Sales data revealed an increase in 1% milk purchases after the campaign in both intervention communities, with a greater increase in the community that utilized media and promotora efforts. Additional evaluation findings will be discussed.

# POSTER PRESENTATION.....NUMBER 15.....

TUESDAY, FEBRUARY 25

## *BE RETROSPECTIVE WHEN EVALUATING BEHAVIOR CHANGES*

### **AUTHOR(S):**

Martha A. Raidl, Ph.D., R.D., Shelly Johnson, M.S., Kali Gardiner, R.D., Kris Spain, R.D., Rhea Lanting, M.S., Cammie Jayo, Audrey Liddil, M.S., Karen Barron, Marty Denham, M.S.  
University of Idaho, ID

### **OBJECTIVE:**

Participants will learn the benefits of using a retrospective survey in evaluating behavior changes.

### **ABSTRACT:**

Research conducted at Oregon State University and the University of Nebraska-Lincoln found that retrospective surveys are valid and reliable evaluation tools for tracking behavior outcomes. The Extension Nutrition Program (ENP—Idaho's Food Stamp Nutrition Education Program) – recently replaced its traditional 15 question pre/post survey with a retrospective survey. ENP compared 135 pre/post survey results with 65 retrospective survey results. We found that 100% of the retrospective surveys were completed, compared to only 35% of the pre/post surveys. Paraprofessionals called Nutrition Advisors administer these surveys. Data from the six questions on resource management, four questions on nutrition, four questions on food safety, and one question on physical activity were entered into the EFNEP Evaluation/Reporting System (ERS). A comparison between the two surveys found that a higher percentage (6-19%) of participants completing the retrospective survey made favorable behavior changes in eating, food safety, and resource management practices, compared to those that completed the pre/post survey. The Nutrition Advisors think that participants have a clearer understanding at completion of the behaviors and skills this program is trying to affect; therefore they have a better understanding of what the survey questions ask. Participants feel less threatened by the survey questions and are able to be more truthful, with the result that program outcomes show improvement in participant behavior that is more accurate.

# POSTER PRESENTATION

NUMBER 16

## *CORNELL NUTRITIONWORKS, AN ON-LINE HOME FOR FOOD AND NUTRITION PROFESSIONALS WORKING IN COMMUNITIES*

**AUTHOR(S):**

Jamie S. Dollathite, Ph.D., R.D., Cornell University, Ithaca, NY  
Christina M. Stark, M.S., R.D., C.N., Cornell University, Ithaca, NY  
Laura Winter Falk, Ph.D., R.D., Cornell University, Ithaca, NY  
Carol M. Devine, Ph.D., R.D., Cornell University, Ithaca, NY  
Carole A. Bisogni, Ph.D., Cornell University, Ithaca, NY  
Christine M. Olson, Ph.D., R.D., Cornell University, Ithaca, NY

**OBJECTIVE:**

Food and nutrition professionals will increase their awareness of continuing professional development opportunities available on the World Wide Web.

**ABSTRACT:**

Community food and nutrition professionals face many challenges as they try to keep up to date on the latest food and nutrition information while providing their clients with the best possible services. Many hold multiple jobs with diverse responsibilities. Through in-depth interviews, 25 community food and nutrition practitioners were asked about their professional development needs. These practitioners reported they felt professionally isolated and had difficulty finding the time and funds to travel for professional development. They wanted flexible and convenient options for continuing education and they wanted more opportunities to interact with researchers and their peers. Cornell NutritionWorks was developed to respond to these needs. Cornell NutritionWorks, at [www.nutritionworks.cornell.edu](http://www.nutritionworks.cornell.edu), provides an interactive, Web-based continuing professional development service for food and nutrition professionals. This on-line distance learning environment helps nutritionists improve their professional skills and self efficacy and meet their continuing professional development needs by providing access to current nutrition research that enhances practice and opportunities to interact with researchers and other practitioners. Practitioners can take advantage of Cornell NutritionWorks offerings at any time from the convenience of their own computer. Evaluations indicate that Cornell NutritionWorks is providing food and nutrition professionals with accessible and reliable information, tools, and communication channels to assist them in their professional development.

Funded by USDA, Cornell Cooperative Extension.

# POSTER PRESENTATION.....NUMBER 17.....

## *MEASURING HOUSEHOLD FOOD INVENTORY WITH A UPC SCANNER IS A FEASIBLE METHOD OF STUDYING FOOD USAGE PATTERNS IN LOW INCOME HARTFORD FAMILIES*

### **AUTHOR(S):**

James L. Weinstein, Capt., USAF, M.B.A, C.N.S.D., R.D., Department of Nutrition, University of Connecticut, Storrs, CT

Valery Phillips, Department of Nutrition, University of Connecticut, Storrs, CT

Erin MacLeod, School of Allied Health, University of Connecticut, Storrs, CT

Margaret Arsenault, R.D., School of Allied Health, University of Connecticut, Storrs, CT

Ann M. Ferris, R.D., Ph.D., Department of Nutrition, University of Connecticut, Storrs, CT

### **OBJECTIVE:**

Will be able to use a UPC scanning tool to measure size, diversity, and nutritive quality of foods in the family food inventory.

### **ABSTRACT:**

Families rely on home food inventory to provide the daily supply of foodstuff for meal preparation. The size, diversity, and nutritive quality of foods in the family inventory provide a partial picture of the level of food security in a household. Additional factors include the willingness of a family to consume foods from inventory and the access to additional sources of foods that a family may enlist. Traditionally, food inventory measurement requires a line item list of foods in the home pantry. Researchers rarely utilize this approach because of the time commitment involved. A novel method of data collection, the UPC scanner (Airclick, Inc.) can rapidly record and store the identification of all foods with UPC symbols. A generic UPC list can be used to record foods that may not have UPC symbols such as produce, ethnic, and prepared foods. To test the feasibility of using this approach to measure longitudinal changes in food inventory, food security, and food consumption patterns, program staff visited 17 families three times during a four-week period. The UPC scanner was easy to use, considerably less time consuming than a written food inventory, required little training, and recognized more than 85% of food items in the households of this ethnically diverse population. Participants reported that scanning food items was not intrusive. Coupling the monitoring of changes in home food inventories with nutrition education programming provides an objective measure of changes in family food acquisition as well as a useful summary educational tool for shopping practices.

# POSTER PRESENTATION

NUMBER 18

*RECOMMENDATIONS FOR NUTRITION INTERVENTION  
FOR MIDDLE SCHOOL YOUTH: KEY FINDINGS FROM A MONTANA  
BEVERAGE CONSUMPTION PILOT STUDY*

**AUTHOR(S):**

Katie S. Bark, R.D., L.D., Montana State University, Bozeman, MT  
Brian Lande, B.A., B.S., Montana State University, Bozeman, MT  
Jeff Linkenbach, Ed.D., Montana State University, Bozeman, MT

**OBJECTIVE:**

Participants will identify four findings from a pilot test of a Web-based survey administered to middle school youth in Montana concerning their typical beverage intake. These findings reinforce the importance of parental influence and school atmosphere concerning middle school students' decisions to consume beverages and can help to develop future nutrition interventions directed to this target audience.

**ABSTRACT:**

A beverage consumption pilot study was conducted to explore typical beverage consumption in three hundred middle school students in two schools in southwest Montana. It applied the Social Norms Theory (SNT), Theory of Planned Behavior, and Pierre Bourdieu's "structuralist-constructivist" epistemology to ascertain whether normative perceptions determine beverage consumption practices. SNT states that much of people's behavior is influenced by their perception of how other members of their social group behave. Often, these perceptions are incorrect. If unhealthy behavior is perceived to be normal in a social group, pressure to conform will negatively affect overall behavior in that group. The purpose of this study was to determine if a nutrition SNT based intervention would be effective in promoting healthful beverages to Montana teens. The basis for the study was the development, pilot testing, and administration of a beverage Web survey. Key findings indicate that a) parental socialization is the most important factor in students' intention to consume beverages; b) the availability of a beverage in school significantly predicted students' intention to consume that particular beverage; c) students' perceptions were not a critical influence in their decision to drink most beverages, except in specific social situations; and d) student reports of their own beverage consumption behavior indicated that healthy beverages are consumed in larger quantities than unhealthy beverages. Recommendations for a nutrition intervention, further research, and theoretical implications are discussed.

A grant from the Montana Office of Public Instruction awarded to Montana State University, Bozeman funded this project.



## *USING THE LOGIC MODEL TO DEVELOP A STATE FSNEP PROGRAM: THE OHIO EXPERIENCE*

### **AUTHOR(S):**

Mary E. Kershaw, Ph.D., Ohio State University Extension, The Ohio State University, Columbus, OH  
Joyce R. McDowell, M.S., Ohio State University Extension, The Ohio State University, Columbus, OH  
Lydia C. Medeiros, Ph.D., R.D., Ohio State University Extension, The Ohio State University, Columbus, OH  
Sharon B. Seiling, Ph.D., Ohio State University Extension, The Ohio State University, Columbus, OH

### **OBJECTIVE:**

Illustrate how Ohio used the logic model and the FSNEP objectives to select and/or develop curricula, interventions, teaching resources, professional development, and evaluation instruments for a statewide FSNEP program.

### **ABSTRACT:**

The poster will provide an overview of how the logic model and FSNEP objectives were used in Ohio: to evaluate and select curricula, design teaching resources, frame professional development trainings, and develop appropriate evaluation instruments. It includes the county needs assessment process that prioritizes county project goals, target audiences and teaching interventions and development of evaluation instruments used to collect outcome data for impact reported to funders and local and state stakeholders.

### **CONCLUSIONS**

Ohio's FSNEP Program has been designed using the logic model (<http://www.uwex.edu/ces/wnep/>); information from the Journal of Nutrition Education, Volume 33, Supplement, 2002; current FSNEP Guidance; input from Ohio Job and Family Services; and county needs assessments. This process has strengthened the project by: 1) the project has moved from reporting outputs to reporting outcomes, 2) it has been an effective method for implementing a consistent curricula with the flexibility to meet needs of the target audience, 3) it has allowed for demonstrating nutrition behavior change, 4) it has decreased the number of single interventions and increased the number of multiple (series) interventions, and 5) it has helped Ohio develop the total program based upon needs of the target audience - from selecting the curricula and teaching resources to evaluating and reporting program impacts.

### **IMPLICATIONS**

The model serves as a focal point for integration of science and educational theory. It serves as a means for keeping the program focused upon the project's goals and objectives. Additional information can be found at <http://fnp.osu.edu/>

# NOTES

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# CONCURRENT SESSIONS (EDUCATIONAL).....

**8:30 -10:00 a.m.**

## **CALIFORNIA DEPARTMENT OF HEALTH SERVICES UNITES TO PROMOTE BREASTFEEDING**

As a result of strong leadership and support from within the California Department of Health Services (CDHS), California is participating in a unique and comprehensive effort to increase breastfeeding incidence and duration rates within existing resources. CDHS leadership will describe the steps necessary to developing breastfeeding as a Department-wide goal including both policy and strategic plan development. In addition, they will describe accomplishments and lessons learned, plans for the future, and facilitate small group brainstorming to develop a coordinated breastfeeding strategic plan.

## **PYRAMIDS BETWEEN THE PAGES: LINKING NUTRITION EDUCATION WITH READING**

*Are you looking for ways to integrate nutrition education into reading?* Gain knowledge on how to establish a link between nutrition and reading using children's books with positive food and physical activity messages. Learn about and practice using a variety of field-tested tools including books, lesson plans, and other resources that make integrating nutrition into reading fun and educational. Find out how to establish long-lasting partnerships at the local, state, and federal levels that can help integrate nutrition into the reading curriculum and improve the school nutrition environment. The ideas presented in this session foster cross-program nutrition education and can easily be adapted for use in a variety of FNS nutrition assistance programs including WIC, Team Nutrition, the Family Nutrition Program (FNP) or other food stamp nutrition education programs; as well as the Expanded Food and Nutrition Education Program (EFNEP).

## **YOU WANT ME TO DO WHAT? CHANGING NUTRITION POLICY IN CHILDCARE SETTINGS**

"Setting the Stage" is an early childhood companion piece to Changing the Scene and Team Nutrition. The Iowa Team Nutrition Preschool projects developed policies and best practices, training, support materials and curriculum to help home care, child care, early childhood centers and parents provide quality physical activity and nutrition programs and education for the children in their care. Unique aspects of this project include an emphasis on physical activity, ties to Iowa Public Television's "ready to learn" reading program and the appropriate use of technology to enhance nutrition and physical activity.



# CONCURRENT SESSIONS (EDUCATIONAL) .....

**8:30 -10:00 a.m. CONTINUED**

## **CALIFORNIA 5 A DAY CAMPAIGN: AN INNOVATIVE SOCIAL MARKETING PROGRAM THAT INCREASES FRUIT AND VEGETABLE CONSUMPTION ONE COMMUNITY AT A TIME**

Learn how the *California 5 a Day Campaign* increases fruit and vegetable consumption among low-income Californians through its targeted social marketing programs, including the *Children's 5 a Day--Power Play! Campaign*, *Latino 5 a Day Campaign*, *5 a Day Retail Program*, and *5 a Day Worksite Program*. The presenters will discuss the methods they use to develop, implement, evaluate, franchise, and sustain their programs. They also will share the results of two large-scale evaluation studies, which demonstrate the success of the programs, and will describe the salient findings associated with several qualitative research projects.

## **COLLABORATIVE INITIATIVES TO PROMOTE FOOD SAFETY**

A demonstration and discussion of innovative programs and materials to promote food safety will be presented to session attendees. The programs, materials, and topics discussed will include USDA's *Thermy* campaign, FDA's *Science and Our Food Supply* program, PFSE's *Fight Bac!* campaign, CDC's *Diagnosis and Management of Foodborne Illnesses: A Primer for Physicians*, *Listeriosis* guidelines, the *Food-Safe Schools Initiative*, the *Healthy Schools...Healthy People, It's a SNAP!* program, food biosecurity guidelines for school food service professionals, USDA/NAL's *Virtual Bistro Food Safety Community*, and more.

## **NUTRITION EDUCATION THEORIES AND STRATEGIES THAT WORK! STAGE OF CHANGE MODEL**

**Susan Nitzke - Stage of Change Interventions to Increase F & V Consumption in Low Income Young Adults.** This presentation will discuss the use of the Stage of Change Model and the Transtheoretical Model to develop 2-stage tailored newsletters and other intervention materials to increase fruit and vegetable consumption in young adults, and evaluation tools developed to evaluate their effectiveness.

## **DON'T FORGET OLDER ADULTS: STEPS TO HEALTHY AGING**

Today's 35 million adults age 65+ comprise about 13% of the U.S. population. By 2030, the number will double and make up about 20%. Older adults are living longer, healthier lives with less disability than ever before. Decreasing disability may be partially attributed to better nutrition and more physical activity. This session will discuss successful nutrition education and physical activity programs in food and nutrition programs at the federal, state, and local level.



# CONCURRENT SESSIONS (EDUCATIONAL)

10:45 a.m. - 12:15 p.m.

## **PREVENTION OF OBESITY IN THE EARLY YEARS: A STATEWIDE INTEGRATED APPROACH**

Through collaboration among key child nutrition programs, New York State has implemented Eat Well Play Hard, a comprehensive public health intervention targeting preschool and school age children. This session will highlight Eat Well Play Hard collaborative efforts in the Child and Adult Care Food Program, WIC Program, Hunger Prevention Program and public schools. Program policies, staff training, nutrition education activities, marketing efforts and partnership development will be addressed. Attendees will have the opportunity to explore ways to integrate the EWPH strategies in their own programs during small group discussions.

## **NUTRITION & PHYSICAL ACTIVITY PROGRAM COLLABORATION AT THE STATE LEVEL - TO FOSTER COMMUNITY SUCCESS**

As state and local governments are faced with revenue and program reductions along with the increasing needs of their populations, maximizing effective and sustainable solutions must be implemented that cut across categorical lines. This presentation will address how USDA funded programs in different state departments and agencies worked together to maximize resources, design innovative strategies, break down institutional barriers, coordinate interagency advisory and planning groups, and build an infrastructure to better address the social and health needs for low income people. The departments came together to address current public health and social issues around obesity, hunger and the consumption of fruits, vegetables, and other healthy foods. Strategies for identifying, leveraging, formulating local and state policies and integrating the partners' successful activities and efforts will be discussed during this workshop.

## **WIC - EFNEP PARTNERSHIPS THAT BENEFIT WIC CLIENTS**

This session will offer a panel discussion that showcases the benefits of WIC/EFNEP partnerships in improving the diet and health of WIC participants. Information shared will include results of a 3-year WIC/EFNEP initiative focused on the neediest of WIC participants and other WIC/EFNEP partnerships across the country, their impacts, and lessons learned.

## **THE FOOD GUIDE PYRAMID -- A ROAD MAP TO ITS DEVELOPMENT AND FUTURE**

The Food Guide Pyramid -- perhaps the most widely recognized food guide in history -- is based on meeting nutritional standards through food choices customary to most Americans. Speakers will review the scientific basis underlying the Food Guide Pyramid and how it was adapted for young children. They will also describe the current work being undertaken to reassess and update the Pyramid and how nutrition educators can provide feedback in this process.

# CONCURRENT SESSIONS (EDUCATIONAL) .....

**10:45 a.m. - 12:15 p.m. CONTINUED**

## **MIXING IT UP: EXPERIENTIAL APPROACHES TO NUTRITION EDUCATION**

This session will explore the benefits and challenges of adopting an experiential approach to nutrition education, and the positive effects that accrue both to clientele and to the educators and institutions conducting the educational experiences. Three unique New Mexico programs will be highlighted: a bilingual soap opera nutrition video series used with adult groups, a multicultural food education program for school children, and a cooking school curriculum for people with diabetes. As appropriate to a session highlighting experiential models, our session will be hands-on and participatory, consisting of several short, energetic activities that will keep attendees actively engaged. Participants can expect to come away from this session with a strong determination to increase the experiential nature of their programs in order to help their clientele change their behaviors in ways that are culturally relevant and non-coercive.

## **BUILDING BREASTFEEDING FRIENDLY COMMUNITIES**

This session highlights the “Fathers Supporting Breastfeeding” project, an FNS-sponsored project targeting males and fathers so that they may positively impact a mother’s decision to breastfeed. Although the primary target of this project is African American males, the project highlights the important supportive role that all fathers have in increasing breastfeeding rates. Ms. Williams and Ms. Baker will discuss the “In Home Breastfeeding Project,” a project that provides a successful model for collaborative efforts between WIC and Extension Service and provides breastfeeding assistance in the home to first time mothers. Ms. Crase will discuss the need for significant progress to promote and effectively manage breastfeeding among underserved populations. She will cover the “Breastfeeding Promotion in Physician’s Office Practices” program, developed by the AAP, that helps providers of health care become more culturally effective and integrate the latest breastfeeding information and practice management techniques into their work. USDA is one of the members of the Project Advisory Council.

## **LET’S GET PHYSICAL! STRATEGIES THAT WORK**

This session will provide an overview of science-based education and promotion strategies that get results and get people moving more! Interventions that are “promising” as well as those that are less effective will be highlighted. Dr. Levin will share practical approaches for measuring and monitoring activity levels. You will hear about the policies, promotion resources and practicalities of getting physical activities into nutrition education in the federal nutrition assistance programs. Finally, you will get a first hand view of a Philadelphia initiative, “Fun, Fit & Free!,” that is helping to address the problems stemming from obesity in the City. Ms. Foster will share what “works” in designing, communicating and implementing effective “community based” health promotion campaigns that emphasize good nutrition and increased physical activity.



# CONCURRENT SESSIONS (EDUCATIONAL).....

**2:00-3:30 p.m.**

## **WORKING TOGETHER TO TARGET TWEENS**

This session highlights two new leader's guides which present approaches that involve young adolescents in interactive activities helping them explore the common link among health choices, food safety and fitness. No previous training is needed to put these user-friendly materials into practice. The guides will help build skills, motivate and empower youth to make smarter food and activity choices for a healthier future.

## **BODY WALK**

Body Walk is a unique new Kansas educational program designed to involve Kindergarten through fifth grade students in learning the skills and choices for a healthy lifestyle. Students learn about the importance of good nutrition choices and being physically active as they walk through the 35' x 40' exhibit and participate in activities in each of the body "stations." They have the opportunity to meet Power Panther and learn to apply his message EAT SMART. PLAY HARD™. The exhibit travels through Kansas in its own truck visiting a different school each day.

## **DIRT, DESKS, AND DINING: CONNECTING GARDENS, NUTRITION EDUCATION, AND SCHOOL MEALS**

This session will focus on sharing the successes and challenges of linking school nutrition programs with classroom nutrition education through garden-based learning at the state and school district levels. Instructional school gardens can serve as a natural bridge between the different worlds of classroom teaching and school food service. Connecting school breakfast, lunch, and snacks with classroom education through gardens implies a different approach to school food systems, where staff creates and supports a health-promoting school environment.

## **WHAT'S UP, WHAT'S NEW? EMERGING ISSUES AND CONCERNS: FOOD ALLERGIES**

**Ms. Mulherin's** presentation is designed to provide strategies for risk management, illustrate prevention management techniques, explain how reactions occur, and develop an Emergency Health Care Plan. The presentation will provide practical information for all those who manage food allergy and will explore the implications for nutrition education.

**Dr. Costello's** presentation will provide the audience with an overview of dietary supplements and highlight a number of industry and government programs and plans that will shape the future.

# CONCURRENT SESSIONS (EDUCATIONAL)

2:00 -3:30 p.m. CONTINUED

## **DIETARY REFERENCE INTAKES: WHAT'S NEW AND HOW TO USE THEM**

Learn about the Dietary Reference Intakes (DRIs), including the new DRI recommendations for fat, carbohydrates, protein and energy in the diet. Understand concepts used to establish recommendations aimed at decreasing risk of chronic disease. Case studies will be presented to practice using the DRIs.

## **FAMILY, FOOD AND FITNESS: WHAT'S CULTURE GOT TO DO WITH IT!**

Eliminating health disparities among minority groups is one of the primary health goals on the nation's prevention agenda. Many chronic diseases that are leading causes of morbidity and mortality are linked to dietary and other lifestyle behaviors. Demographic trends indicate that American society is becoming increasingly more diverse, therefore it is important for nutrition and other service providers to understand and frame intervention and education programs and services in ways that are sensitive to the cultural and ethnic needs of consumers. Speakers in this session will provide an overview of these and other issues and discuss implications for practices. Practical examples of initiatives from the field will also be provided.

# CONCURRENT SESSION (INDIVIDUAL)

## NUTRITION AND HEALTH PROMOTION: A HEALTHIER NEW HAMPSHIRE

**8:30-10:00 a.m.**

**PRESENTER:**

Lisa D. Richards, M.S., R.D., Bureau of Nutrition and Health Promotion, Concord, NH

**AUTHOR(S):**

Lisa D. Richards, M.S., R.D., Bureau of Nutrition and Health Promotion, Concord, NH  
Frances A. McLaughlin, R.D., M.Ed., C.D.E., Bureau of Nutrition and Health Promotion, Concord, NH  
Stacey L. Smith, R.N., Bureau of Nutrition and Health Promotion, Concord, NH  
Mindy Fitterman, R.D., M.Ed., Bureau of Nutrition and Health Promotion, Concord, NH

**OBJECTIVE:**

Demonstrate the potential synergistic effect of joining two Bureaus with complementary nutrition and health programs to offer New Hampshire citizens comprehensive health services.

**ABSTRACT:**

The NH Department of Health and Human Services, Office of Community and Public Health, merged the Bureau of WIC Nutrition Services and the Bureau of Health Promotion, into one Bureau of Nutrition and Health Promotion in July 2002. The merger offers the potential to both integrate direct service public health nutrition programs, such as WIC and the Commodity Supplemental Food (CSF) Program, into health promotion programs, such as 5 A Day and Osteoporosis, and to incorporate physical activity and overweight/obesity prevention initiatives into these programs. These programs complement each other well and allow the provision of comprehensive nutrition and health promotion services for pregnant women, new mothers, preschool children, and seniors enrolled in the WIC, CSF and Farmers' Market Nutrition Programs. The advantage of combining these programs also allows for achievement of the Healthy NH 2010 objectives associated with nutrition, obesity, and physical activity for all NH citizens. Other benefits include the combined resources of direct nutrition services and community education programs to target high-risk populations, integrated nutrition and health messages for families through a variety of programs, and increased potential to obtain additional funding for program expansion. The next steps will include focusing on the development of a comprehensive physical activity and obesity prevention initiative, consideration of other major public health programs and chronic disease initiatives such as diabetes, cardiac health, and cancer, and how integration of these areas will lead to a healthier New Hampshire.



# CONCURRENT SESSION (INDIVIDUAL)

## SERVICE-LEARNING ENHANCES DELIVERY OF COMMUNITY-BASED NUTRITION SERVICES

**8:30-10:00 a.m.**

**PRESENTER:**

Meredith Poehlitz, R.D., University of Connecticut, Storrs, CT

**AUTHOR(S):**

Meredith Poehlitz, R.D., University of Connecticut, Storrs, CT  
Ann M. Ferris, Ph.D, R.D., University of Connecticut, Storrs, CT

**OBJECTIVE:**

To identify how service-learning experiences augment community-based nutrition services provided by a research-based FSNEP.

**ABSTRACT:**

Service-learning is used to create opportunities for undergraduates to participate in the delivery of community-based nutrition services. Service-learning is a model of experiential education that requires community service accompanied by explicit learning objectives, preparation, and opportunities for reflection. As preparation for their placements in an urban setting, students receive training in issues including culture, poverty, and literacy. They also receive a culinary and cultural tour of the city and orientation to their sites. While working with students presents certain challenges (e.g., schedules, transportation, and impermanence), student volunteers allow us to provide services otherwise unfeasible with our level of staffing. We have developed a popular literacy and nutrition education program in 3 pediatric clinics that provides students from a variety of majors with experiences with children in clinical settings; the participation of 20-30 students per semester has enabled us to reach more than 2,000 children and their families during the past 2 years. Once students have completed one semester of the literacy and nutrition education program, they are eligible for more advanced experiences in community nutrition that require greater independence and nutrition background. These experiences have included 1) placements at community sites to develop nutrition education materials, 2) implementation of a personal training program for overweight preadolescents, and 3) placement with FSNEP community nutrition professionals. Program evaluation indicates that students have benefited from the experiences, and the placements have allowed us to expand community-based nutrition services while training future professionals to provide them.



# CONCURRENT SESSION (INDIVIDUAL) .....

*COMMUNITY/CLASSROOM CONNECTIONS:  
COLLABORATIONS THAT MAXIMIZE RESOURCES & PROMOTE HEALTH*

**8:30-10:00 a.m.**

**PRESENTER:**

Mary L. Meck Higgins, Ph.D., R.D., L.D., C.D.E., Kansas State University, Manhattan, KS

**AUTHOR(S):**

Mary L. Meck Higgins, Ph.D., R.D., L.D., C.D.E., Kansas State University, Manhattan, KS  
Karen S. Hudson, M.Ed., R.D., L.D., Kansas State University, Manhattan, KS  
Deb Canter, Ph.D., R.D., L.D., Kansas State University, Manhattan, KS

**OBJECTIVE:**

The participant will be able to describe a project that connects county Extension educators with undergraduate students to promote community health among those with limited resources.

**ABSTRACT:**

This project links county Cooperative Extension educators involved in Food Stamp Nutrition Education Programs (FSNEP) with advanced undergraduate dietetics or nutrition students. Thirteen student/county educator pairs have participated. Upon successful completion of a specially developed interactive one-credit course during spring semester, and an application process, students are matched with county educators according to the age of the audience and nutrition topic they are interested in teaching. Students develop and present one or more community nutrition program(s) over one or two months during the summer. County educators, in collaboration with their usual program partners, assist students in developing successful health promotions tailored to their audiences' needs. In one connection, the county educator recruited limited-resource teens attending middle school. The university student led the teens in discussion about desired after-school snacks and nutrition information. Several weeks later, they cooked and taste-tested recipes, which will be compiled into a cookbook. Other successes include: nutrition programs for children at summer day camps, child-friendly stories and accompanying food-related activities for families, a display about fluids at senior centers, and breastfeeding promotion sessions at WIC clinics. Project benefits include connecting undergraduates with career/collaboration possibilities associated with Cooperative Extension; advancing students' skills in meeting educational needs of food-stamp eligible audiences; utilizing the specialized knowledge of dietetics or nutrition students in health promotions; and channeling the enthusiasm and fresh energy of university students into community programs.

FSNEP funds, matched at the state level, paid for student stipends, while participating county educators matched FSNEP funds to pay for program costs.



# CONCURRENT SESSION (INDIVIDUAL).....

## HEALTHY FAMILIES 2001 MEDIA CAMPAIGN: REAL GUIDELINES FOR REAL PEOPLE

**8:30-10:00 a.m.**

**PRESENTER:**

Katie S. Bark, R.D., L.D., Montana State University, Bozeman, MT

**AUTHOR(S):**

Katie S. Bark, R.D., L.D., Montana State University, Bozeman, MT  
 Dayle Hayes, M.S., R.D., Eat Right Montana, Billings, MT  
 Phyllis Dennee, M.S., C.F.C.S., Montana State University Extension Service, Bozeman, MT  
 Crystelle Fogle, M.B.A., M.S., R.D., Montana Department of Health and Human Services, Helena, MT

**OBJECTIVE:**

The learner will be able to describe an innovative campaign designed to promote the adoption of the Dietary Guidelines for Americans 2000 by Montana families with school age children.

**ABSTRACT:**

Eat Right Montana (ERM), a coalition of food, nutrition and health groups, undertook an innovative, year long media campaign centered on the 2000 Dietary Guidelines for Americans. Using the overall theme of Real Guidelines for Real People, ERM distributed monthly press packets to 150 Montana media outlets and local offices of statewide programs for families with young children (e.g., WIC, CACFP, School Food Service Programs, Montana Team Nutrition, MSU Extension including EFNEP & Food Stamp Nutrition Education), as well as industry partners, Girl Scouts, PTA groups, hunger organizations and community nutrition coalitions. The Montana Team Nutrition Program distributed the packets to school administrators at 300 districts for 6 months during the 2000-2001 school year. Each packet contained a press release with quotes from Montana nutrition experts, health factoids, media "hooks" and camera-ready handouts with tips for families that focused on small action steps that busy families can take toward eating according to the recommendations of the 2000 Dietary Guidelines for Americans. The campaign was well received and widely used by the media, school personnel and health professionals. The distribution of materials ensured that simple, positive, practical messages were reinforced through a variety of channels in local communities. This project is a successful example of using the media for statewide nutrition education to promote behavior change in families. With effective tools, multiple organizations can collaborate at the local level to build healthy communities.

The project was partially funded by a USDA Team Nutrition Training Grant awarded to the Montana Office of Public Instruction.



# CONCURRENT SESSION (INDIVIDUAL)

WEDNESDAY, FEBRUARY 26

## WINNER'S CIRCLE HEALTHY DINING PROGRAM IN SCHOOLS

**8:30-10:00 a.m.**

**PRESENTER:**

Kathy M. Andersen, M.S., R.D., North Carolina Department of Health and Human Services, Raleigh, NC

**AUTHOR(S):**

Kathy M. Anderson, M.S., R.D., North Carolina Department of Health and Human Services, Raleigh, NC

Kim H. Shovelin, M.P.H., R.D., L.D.N., North Carolina Prevention Partners, Chapel Hill, NC

Meg B. Molloy, Dr.Ph., M.P.H., R.D., North Carolina Prevention Partners, Chapel Hill, NC

David J. Yum, North Carolina Prevention Partners, Chapel Hill, NC

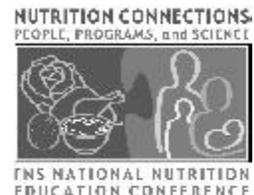
Suzanne E. Donoghue, M.P.H., North Carolina Prevention Partners, Chapel Hill, NC

**OBJECTIVE:**

To describe a healthy dining program that is being successfully implemented in schools across North Carolina.

**ABSTRACT:**

Research shows that meals eaten at school are a critical source of nutrition for children and adolescents. Effort should be taken to encourage healthful choices. The Winner's Circle Healthy Dining Program aims to create healthy eating environments across North Carolina; to create consistent, credible, and easily recognized nutritional guidance for consumers; and to increase consumer demand for healthy options. Winner's Circle, a collaborative effort of local health partners, restaurants and consumers, was launched in restaurants in 2000. In response to a growing demand, the program was introduced in three school systems as a pilot in 2001. Implementation includes recipe analysis with criteria for fruits, vegetables, grains and calcium-rich foods that are low in fat and lower in sodium. The criteria are in accordance with most nutritional recommendations including USDA's School Meals Initiative. Once identified, items are marked by a single, consistent logo - a purple star with a gold fork. Child Nutrition and local health partners actively promote the program to students and families to increase demand for healthy menu items. Based on the success of the pilot, 20 additional school systems in conjunction with local health partners have been trained to implement Winner's Circle. The combination of forming partnerships, providing nutrition technical assistance to schools and marketing healthy menu options to students is key to creating healthy eating environments. This approach is a leading edge health promotion strategy aimed at improving dietary quality among Americans.



# CONCURRENT SESSION (INDIVIDUAL)

## *EAT YOUR COLORS EVERY DAY: SALAD BAR AND SALAD OPTIONS PILOT PROJECT*

**8:30-10:00 a.m.**

**PRESENTER:**

Sheila (Shelly) G. Terry, M.S. Ed., S.F.N.S., Produce for Better Health Foundation, Wilmington, DE

**AUTHOR(S):**

Sheila (Shelly) G. Terry, M.S. Ed., S.F.N.S., Produce for Better Health Foundation, Wilmington, DE

**OBJECTIVE:**

Participants will learn about the Eat Your Colors Every Day pilot project in Florida schools that involves a partnership with Team Nutrition and local, state and national organizations to develop replicable models for school foodservice that result in increased student consumption of fruits and vegetables.

**ABSTRACT:**

This presentation will provide information on a proactive approach to helping students choose a more healthful diet. Recent studies demonstrate that many students do not consume the recommended daily servings of fruits and vegetables. This, coupled with the increasing concern about the rise in childhood obesity, makes the topic for this session a timely one for those working with federal nutrition assistance programs.

The presentation focuses on a pilot project in four Florida school districts that is designed to increase students' consumption of fruits and vegetables through improved and enhanced salad bars and other salad serving options. The project was initiated by the Produce for Better Health Foundation through a grant provided by the Florida Department of Agriculture and Consumer Services. Partners in the project include the National Cancer Institute, U.S. Department of Agriculture, Food and Nutrition Service, Florida Department of Education, Florida Dietetic Association and the Florida Fruit and Vegetable Association.

The following pilot project components will be explained:

- The development of replicable models for use by school districts throughout the nation.
- Promotional and curriculum materials developed to support the pilot project and the new 5 A Day "Eat Your Colors Every Day" national campaign.
- Preliminary findings from the two evaluation components; the plate waste study and an overall evaluation component which will examine, among other things, changes in production and student participation.

# CONCURRENT SESSION (INDIVIDUAL) .....

## *PROJECT PA: A MODEL FOR USE OF THEORY IN DESIGN AND APPLICATION OF A STATE NUTRITION CAMPAIGN*

**8:30-10:00 a.m.**

**PRESENTERS:**

Vonda K. Fekete, M.S., R.D., Nutrition Education and Training Coordinator, Pennsylvania Department of Education, Division of Food and Nutrition, Harrisburg, PA

Elaine T. McDonnell, M.S., R.D., Project Coordinator, Penn State University, University Park, PA

**AUTHOR(S):**

Vonda K. Fekete, M.S., R.D., Nutrition Education and Training Coordinator, Pennsylvania Department of Education, Division of Food and Nutrition, Harrisburg, PA

Elaine T. McDonnell, M.S., R.D., Project Coordinator, Penn State University, University Park, PA

**OBJECTIVES:**

Participants will describe the educational approaches, theories, and methods used in a nutrition education campaign to meet a state's training objectives.

**ABSTRACT:**

Project PA is an 8-year nutrition education campaign for school personnel in Pennsylvania that represents a partnership between the Pennsylvania Department of Education and Penn State University. Project PA is funded by the Pennsylvania Department of Education, Division of Food and Nutrition with State Administrative Expense and USDA Team Nutrition funds. The overall goal of Project PA is to promote the establishment of healthy school nutrition environments. Although the project began as a school foodservice training campaign, over the past 8 years the project has evolved as state training needs have changed. Project PA's efforts have targeted an expanding network of school and community members who play roles in creating healthy school nutrition environments including teachers, school administrators, and parents. Several theories have been used to guide the project including Stages of Change, social cognitive theory, and Diffusion of Innovations. Educational approaches used have included statewide teleconferences, local workshops, a Master Instructor program, presentations at professional meetings targeting school personnel and community members, video and manual development and distribution, as well as the use of a Web site and listservs. Project PA's training efforts have reached thousands of individuals, with most project materials being distributed to each National School Lunch Program sponsor in the Commonwealth. Project materials and education strategies have been evaluated through assessments of changes in knowledge, attitudes, and skills. Lessons learned from this project include the value of the use of theory to guide project development and evaluation methods to test effectiveness.



# CONCURRENT SESSION (INDIVIDUAL)

*BRINGING YOUTH TO THE TABLE: INVOLVING YOUTH IN PLANNING NUTRITION EDUCATION PROGRAMS THROUGH FOCUS GROUPS*

**8:30-10:00 a.m.**

**PRESENTERS:**

Vivian B. Pilant, M.S, R.D., Office of School Food Services and Nutrition, South Carolina Department of Education, Columbia, SC

Kelli Kenison, M.S., C.H.E.S., Health Education Consultant, Columbia, SC

**AUTHOR(S):**

Vivian B. Pilant, M.S., R.D., Office of School Food Services and Nutrition, South Carolina Department of Education, Columbia, SC

Kelli Kenison, M.S., C.H.E.S., Health Education Consultant, Columbia, SC

**OBJECTIVE:**

Participants will describe key components of a school environment supportive of healthful eating habits.

**ABSTRACT:**

While it is critical to involve the target population in planning nutrition education programs, it may seem difficult to involve youth in the process. In this session, the presenters will discuss how focus groups can be designed and implemented for the purpose of gathering information necessary to develop quality programs for youth. The presenters will describe the process, procedures, and results of twelve focus groups conducted with middle school students. Included will be how this information was utilized to enhance the planned nutrition education program designed to increase breakfast and calcium consumption by middle school students.

Participants will have the opportunity to brainstorm and share their own experiences and strategies for involving youth in program planning and implementation. Presenters will provide copies of materials developed including discussion guide and summary of results.

# CONCURRENT SESSION (INDIVIDUAL)

## USING STAGES OF CHANGE CRITERIA AND CRITICAL THINKING SKILLS TO TEACH VEGETABLES

**8:30-10:00 a.m.**

**PRESENTER:**

Brenda L. Dobson, M.S., R.D., Iowa Department of Public Health, Des Moines, IA

**AUTHOR(S):**

Brenda L. Dobson, M.S., R.D., Iowa Department of Public Health, Des Moines, IA  
Grace S. Marquis, Ph.D., Iowa Department of Public Health, Des Moines, IA  
Mary Jane Oakland, Ph.D., R.D., Iowa Department of Public Health, Des Moines, IA  
Esi K. Colecraft, Dr.Ph., Iowa Department of Public Health, Des Moines, IA  
Connie J. Betterley, M.S., R.D., Iowa Department of Public Health, Des Moines, IA

**OBJECTIVE:**

Describe how these two models can be used in nutrition education activities.

**ABSTRACT:**

Recent focus groups of low-income parents of young children identified common perceptions about and barriers to vegetable intake. A client-focused intervention to increase vegetable intake among 2-5 year old WIC participants is being implemented in six clinics in each of four randomly selected local WIC agencies. Over the three-year project period, 534 caregivers of 2-5 year old children will be systematically selected to receive the intervention. The intervention includes an assessment of the caregiver's readiness to offer vegetables (using a previously validated tool based on the stages of change model) and identification of the caregiver's barriers to offering vegetables. Hands-on interactive nutrition education activities targeted to the caregiver's stage of change and using a critical thinking skills approach will then be provided in the WIC clinic as well as through partnerships with the Expanded Food and Nutrition Education Program, the Family Nutrition Program, and community nutrition coalitions. The intervention will be assessed for the improvement of caregivers' knowledge of, attitudes about, and willingness to offer vegetables; increase in both the variety and the daily intake of vegetables consumed by children 2-5 years of age; increase in decision-making skills; and increase in redemption rates for WIC Farmers Market Nutrition Program checks. The cost effectiveness of the nutrition education model will also be evaluated. A final product of this project will be a Web-based toolkit offering guidance and resources for nutrition education programs to revitalize their approach to nutrition education. This project was funded as a 2001 WIC Special Project Grant.

# CONCURRENT SESSION (INDIVIDUAL)

## *CULTURALLY-LINKED PREVENTION PRACTICES AND REMEDIES FOR ANEMIA ARE EMPLOYED BY LOW-INCOME CARETAKERS OF YOUNG CHILDREN IN HARTFORD, CONNECTICUT*

**10:45 a.m.-12:15 p.m.**

**PRESENTER:**

Michelle B. Pierce, Ph.D., R.D., University of Connecticut, Department of Nutritional Sciences, Storrs, CT

**AUTHOR(S):**

Michelle B. Pierce, Ph.D., R.D., University of Connecticut, Department of Nutritional Sciences, Storrs, CT

Rebecca Crowell, M.S., University of Connecticut, Department of Nutritional Sciences, Storrs, CT

Ann M. Ferris, Ph.D., R.D., University of Connecticut, Department of Nutritional Sciences, Storrs, CT

**OBJECTIVE:**

Participants will learn how differences in health beliefs influence communication about and understanding of important nutritional issues.

**ABSTRACT:**

Anemia is a common disorder in low-income, inner-city populations. While the medical community has established anticipatory guidance and treatment protocols, less is known about cultural and lay practices. Often, minority caretakers are hesitant to share home-based prevention practices and folk remedies with health practitioners. The objective of our study was to identify common home-based customs surrounding prevention and treatment of anemia used by low-income caretakers of young children. We employed a qualitative approach, including 9 focus groups (total n=74) and 11 in-depth interviews, and an environmental scan. Analysis of audio-taped sessions was performed using Ethnograph v5.0. The sample included 32% African American, 46% Latino, and 21% West Indian caretakers (mean age=31 years) of young children (mean age=7 years). More than two-thirds received food stamps and/or WIC benefits. Thirty-seven percent had a child with a history of anemia. Most caretakers looked to mothers, or mother-in-laws for guidance. Both Latino and West Indian caretakers frequently included culturally identified foods and supplements specific for anemia prevention in diets of young children. Caretakers from all three groups reported common and culturally familiar foods, recipes, extracts, and multivitamin preparations as remedies. Most home-based practices were believed to aid iron repletion, although many contained little or no elemental iron. Health practitioners should be aware that many caretakers have multiple sources of guidance and frequently address anemia through diet.

This research was supported by Storrs Agr. Exper. Station and the University of Connecticut, FNP.



# CONCURRENT SESSION (INDIVIDUAL)

WEDNESDAY, FEBRUARY 26

*CUCHARADAS AMOROSAS (LOVIN' SPOONFULS):  
USING THE PROMOTORAS MODEL TO TEACH LATINO PARENTS  
HOW TO FEED THEIR CHILDREN NUTRITIOUSLY*

**10:45 a.m.-12:45 p.m.**

**PRESENTER:**

Leslie M. Rodriguez, R.D., L.D., University of Georgia, Department of Foods and Nutrition, Athens, GA

**AUTHOR(S):**

Leslie M. Rodriguez, R.D., L.D., University of Georgia, Department of Foods and Nutrition, Athens, GA  
Rebecca M. Mullis, Ph.D., R.D., L.D., University of Georgia, Department of Foods and Nutrition, Athens, GA

**OBJECTIVE:**

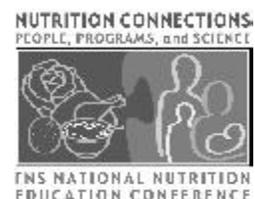
Participants will recognize the importance of the Promotoras model when working with the Latino population.

**ABSTRACT:**

The Latino population in the United States is growing at a very rapid rate. It is a heterogeneous population made up of various ethnicities, cultures, and traditions. Tremendous nutrition related health disparities including diabetes, obesity and cardiovascular disease exist among the Latino population, but they do not have sufficient access to culturally and linguistically appropriate nutrition messages to help reduce their risk of chronic disease.

Cucharadas Amorosas (Loving Spoonfuls) is a video-based nutrition education program, which has successfully utilized the Promotoras (Promoters) model to teach low-income Latina women how to feed their children nutritiously. Because Latinos value interpersonal relationships and turn to individuals to confide in, the Promotoras model is used as an informal system that helps people and families utilize existing resources in the community. The Promotoras used for this project were well respected and trusted members of the Latino communities in their areas and were identified by public health professionals or Extension Agents. Latino families are willing to allow the Promotoras to talk to them, and will hear their advice. The project staff developed a culturally appropriate "Teacher's Guide" to correspond with the videos, as well as various pertinent handouts. Focus groups identified common myths and misconceptions among Latina women relative to child feeding practices, and targeted these behaviors in the curriculum. The program stresses learning how to provide safe, low cost, nutritious meals for children. Evaluation data includes pre/post knowledge tests, which have indicated an increase in knowledge about proper feeding practices.

This is an on-going project funded by the USDA Food Stamp Nutrition Education Program.



# CONCURRENT SESSION (INDIVIDUAL)

## *TAKING IT TO THE STREETS: ETHNOGRAPHY'S ROLE IN NUTRITIONAL EDUCATION*

**10:45 a.m.-12:45 p.m.**

**PRESENTER:**

Nitza M. Diaz, M.A., Ph.D. Candidate, University of Connecticut, Department of Nutritional Sciences, Storrs, CT

**AUTHOR(S):**

Nitza M. Diaz, M.A., Ph.D. Candidate, University of Connecticut, Department of Nutritional Sciences, Storrs, CT

Ann Ferris, Ph.D., R.D., University of Connecticut, Department of Nutritional Sciences, Storrs, CT

Rebecca Crowell, M.S., University of Connecticut, Department of Nutritional Sciences, Storrs, CT

**OBJECTIVE:**

Participants will learn how to use ethnographic methods to develop nutrition education and programming in their own communities.

**ABSTRACT:**

"You have come to help me you are wasting your time. But if you have come because your liberation is bound up with mine, then let us work together." (An Aboriginal Australian woman)

This presentation will use a case study to describe the use of ethnographic techniques in the development of nutrition education programming. Ethnographic methods help the educator understand the community's and individual's needs and concerns through inquiry, observations and qualitative data collection. For example, in most limited resource communities in the US, a priority emerging from traditional community assessment data would be the need for obesity prevention and treatment. Ethnographic research in Hartford revealed that among many Latino women "ideal weight" was determined by family and partner preferences and not related to health concerns. However, women were concerned about preventing cardiovascular disease, diabetes, and anemia, not weight loss. Misconceptions about issues and priorities occur at each level of program development. Consequently, involving community members in the conceptual and structural aspects of "curriculum" development are needed for successful programming. Merely adapting established programs and concepts for specific cultural groups will not result in increased participation and needed behavior change.

# CONCURRENT SESSION (INDIVIDUAL)

WEDNESDAY, FEBRUARY 26

## *IMPACT OF THE SOUTH CAROLINA SENIORS FARMERS' MARKET NUTRITION PROGRAM*

**2:00-3:30 p.m.**

**PRESENTER:**

Mary E. Kunkel, Ph.D., R.D., F.A.D.A., Clemson University, Department of Food Science and Human Nutrition, Clemson University, Clemson, SC

**AUTHOR(S):**

Mary E. Kunkel, Ph.D., R.D., F.A.D.A., Clemson University, Department of Food Science and Human Nutrition, Clemson University, Clemson, SC  
Barbara H. D. Luccia, Ph.D., R.D., Clemson University, Department of Food Science and Human Nutrition, Clemson University, Clemson, SC

**OBJECTIVE:**

To assess the impact of the South Carolina Seniors Farmers' Market Nutrition Program on fruit and vegetable consumption by low-income elderly program participants.

**ABSTRACT:**

The Seniors Farmers' Market Nutrition Program (SFMNP) provides coupons to low-income seniors for use at local farmers markets. This study was conducted to determine if SFMNP participants increased fruit and vegetable consumption. A total of 15,000 people from 13 counties received coupons. A random sample of 1,500 received a follow-up survey. Six hundred and fifty eight (44%) surveys were returned. Of the 98% of participants who used the coupons, 411 (64%) had shopped at a farmers market before and 578 (90%) reported they would do so again. More than half of respondents (65%) reported that the coupons changed the way they ate. While 531 respondents (83%) did not purchase foods they had never tried before, 89% reported the intention to eat more fruits and vegetables year round because of the program. Participants appear to have increased fruit and vegetable consumption. Newsletters or cooking demonstrations at the farmers market may be used to increase educational effectiveness.

# CONCURRENT SESSION (INDIVIDUAL)

*SEEDS OF COLLABORATION YIELD A HARVEST OF SUCCESSES  
FOR THE NYS FARMERS' MARKET NUTRITION PROGRAM*

**2:00-3:30 p.m.**

**PRESENTER:**

Janet A. Nelson, M.S. Ed., Cornell University, Division of Nutritional Sciences, Ithaca, NY

**AUTHOR(S):**

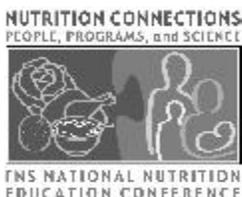
Janet A. Nelson, M.S. Ed., Cornell University, Division of Nutritional Sciences, Ithaca, NY  
 Jamie Dollahite, Ph.D., R.D., Cornell University, Division of Nutritional Sciences, Ithaca, NY

**OBJECTIVE:**

Audience members will identify a multi-faceted approach to collaboration building.

**ABSTRACT:**

New York State's Farmers' Market Nutrition Program operates through collaboration between the NYS Department of Agriculture and Markets, NYS Department of Health-WIC, NYS Office for the Aging, and Cornell Cooperative Extension-Cornell University (CCE). Federal funds are provided under the WIC Farmers Market Nutrition Act of 1992 and through the Senior FMNP, authorized by Congress under the 2002 Farm Bill. Cornell University's Division of Nutritional Sciences develops educational resources used in teaching FMNP participants to identify, prepare and preserve locally grown produce and in teaching the benefits of adequate fruit and vegetable intake. Previous evaluation data report that, despite educational gains, environmental barriers challenge participant check redemption. Responding to this need, CCE expanded its focus to provide leadership in strengthening outcome-based communication among all FMNP partners. It facilitated local FMNP planning meetings, engaging partners in proactive dialogue to effect action. It established strategies to enhance state-level interagency communication. Quantitative data collected from county Extension staff two years into the collaboration model indicate a 43% increase in programs held and a 58% increase in participants reached compared to the previous year. Qualitative data collected document a better understanding of each partner's role and mission; more targeted education to diverse populations; increased generation of external funding and enhanced marketing of local markets and seasonally available produce. State-level interagency cooperation has increased. CCE educational support has been extended to Extension agriculture educators who interact with participating farmers and market managers. The integrated approaches have strengthened community capacity to reduce barriers impacting FMNP target audiences.



# CONCURRENT SESSION (INDIVIDUAL)

## *CULTIVATING CULTURE: ASIAN CROPS AT MASSACHUSETTS FARMERS' MARKETS*

**2:00-3:30 p.m.**

**PRESENTER:**

Kirsten E. Johnson, M.P.H., University of Massachusetts, Extension Nutrition Department, Jamaica Plain, MA

**AUTHORS:**

Kirsten E. Johnson, M.P.H., University of Massachusetts, Extension Nutrition Department, Jamaica Plain, MA

Frank X. Mangan, University of Massachusetts Extension Vegetable Team, Amherst, MA

David Webber, M.P.H., Massachusetts Department of Food and Agriculture, Boston, MA

Gideon Porth, University of Massachusetts Extension Vegetable Team, Amherst, MA

Ruth Hazzard, University of Massachusetts Extension Vegetable Team, Amherst, MA

Touria Eaton, University of Massachusetts Extension Vegetable Team, Amherst, MA

Malgorzata Slezak, University of Massachusetts Extension Nutrition Education Program, Jamaica Plain, MA

Lisa Sullivan-Werner, University of Massachusetts Extension Nutrition Education Program, Amherst, MA

David W. Dumaresq, Brox Farm, Dracut, MA

**OBJECTIVE:**

Knowledge of how to replicate a similar project in your state, as well as some of the obstacles you may face.

**ABSTRACT:**

The ethnic population in Massachusetts has undergone substantial change in the last few decades. The number of people of Asian origin, in the state, is expected to reach 4% of the total population by the year 2010. The traditional Asian diet is very healthy and includes large amounts of vegetables daily. Many of the vegetables used in traditional Asian cuisine can be grown in Massachusetts. These ethnic groups wish to continue consumption of vegetables that are customarily in their diets, thereby giving farmers opportunities for production of crops with a ready market. A collaborative project is underway to evaluate which crops frequently used by the different Asian groups can be successfully grown and marketed in Massachusetts. Organizations working on this project are UMass Extension, Mass. Dept. of Food and Agriculture, Farm Service Agency, Tufts University, the Federation of Massachusetts Farmers' markets, Supplemental Feeding Program for Women, Infants and Children (WIC), and local growers.

Using WIC Farmers' Market coupon redemption statistics to determine which markets had the highest redemption rates of three targeted Asian groups (Chinese, Cambodian, Vietnamese) four (4) farmers' markets have been selected. UMASS Extension Nutrition Educators have researched, tested and developed recipes using Asian greens produced by cooperating farmers. Recipes for bok choy, Chinese cabbage, and Chinese broccoli are used and each was very favorably received by the farmers' market consumers. It is not uncommon for the farmers to sell out of the crop featured in the cooking demonstration and farmers acknowledge that their sales increase 10% on cooking demonstration days. The intent of this portion of the project is to provide nutrition information and recipes to food stamp eligible individuals who are not familiar with these Asian crops.



# CONCURRENT SESSION (INDIVIDUAL)

## *FROM DIDACTICS TO DIALOGUE: WEAVING ADULT LEARNING PRINCIPLES INTO A NEW FNP CURRICULUM*

**2:00-3:30 p.m.**

**PRESENTER:**

Jean A. Anliker, Ph.D., R.D., L.D.N., University of Massachusetts, Department of Nutrition, Amherst, MA

**AUTHOR(S):**

Jean A. Anliker, Ph.D., R.D., L.D.N., University of Massachusetts, Department of Nutrition, Amherst, MA

Elena T. Carbone, Dr.PH., R.D., L.D.N., University of Massachusetts, Department of Nutrition, Amherst, MA

Lynne I. Thompson, M.S., University of Massachusetts, Department of Nutrition, Amherst, MA

Meredith Pearson, Ph.D., University of Maryland, College Park, MD

Joye A. Norris, Ed.D., Learning by Dialogue™, North Myrtle Beach, SC

**OBJECTIVE:**

As a result of participating in this session, attendees will experience the dialogue-based approach and reflect upon its application in nutrition education.

**ABSTRACT:**

Formative research, enrollment and public policy trends, and changes in dietary recommendations have demonstrated the need for a new curriculum for low-income families in Massachusetts, entitled CHOICES - Steps Toward Health. Staff training in the dialogue-based approach inspired a melding of adult learning theory with nutrition information resulting in an innovative FNP/EFNEP curriculum. You will experience the dialogue-based approach in this presentation. Focus will be on the unique curriculum development process. It will include the principles and practices of dialogue-based learning and ways they have been applied in this new curriculum. Hear how lessons stimulate all learning styles and demonstrate respect for learners by encouraging teachers to become co-learners and learners to become co-teachers through a mutual exchange of information. The curriculum also features music and sophisticated graphic design that reinforces key messages. The result is an energetic, interactive curriculum that is visually stimulating, focused, and memorable. CHOICES - Steps Toward Health is being pilot tested in late summer/early fall, 2002, with diverse low-income FNP and EFNEP participants in Massachusetts, Maryland, and Pennsylvania. Both qualitative and quantitative methods are being employed to evaluate this pilot. Process evaluation will be conducted using a combination of quantitative surveys, self-assessment checklists, interviews and focus group dialogues to assess: 1) multi-level responses to the new curriculum; 2) curriculum delivery; and 3) adequacy of educators' training to implement the curriculum. Select behavioral outcomes will be assessed, including pre- and post-24-hour recalls and stage of readiness to change. Funded by USDA.

NUTRITION CONNECTIONS  
PEOPLE, PROGRAMS, and SCIENCE



FNS NATIONAL NUTRITION  
EDUCATION CONFERENCE

# CONCURRENT SESSION (INDIVIDUAL)

## *PARTICIPANT DISCOVERY AS A STRATEGY FOR NUTRITION EDUCATION*

**2:00-3:30 p.m.**

**PRESENTER:**

Janet S. Kurzynske, Ph.D., R.D., University of Kentucky, Lexington, KY

**AUTHOR(S):**

Janet S. Kurzynske, Ph.D., R.D., University of Kentucky, Lexington, KY  
Rita S. May, University of Kentucky, Lexington, KY

**OBJECTIVE:**

Participants will be able to develop educational programs which utilize a variety of learning style strategies and participant discovery.

**ABSTRACT:**

Unless a program addresses participants' concerns, knowledge, and perceived needs, they will not listen. A recent study by the Fred Hutchinson Cancer Research Center indicated that 40% of respondents were tired of hearing what they should or should not eat; 70% said the government should not tell them what to eat; and 40% felt that the Dietary Guidelines should not be taken seriously. Consumers participating in USDA food safety focus groups indicated that good-tasting food was paramount. Other aspects of food were secondary. Combining these feelings towards food and nutrition with the limited resource audiences' negative classroom experiences makes it essential to teach with sensitivity. Many with limited resources were not successful in school because they were not traditional learners. Typically, educational settings depend upon two learning modalities: visual and auditory. This is frustrating for those who learn kinesthetically or for those with limited literacy. They learn by manipulating and sorting. In addition, adult learners learn best when new knowledge builds on previous learning, and when a concept has value or relevance to their immediate circumstances. To meet the needs of those with different learning styles, nutrition programs that depend upon participant discovery of knowledge, values, and skills have been designed. Messages are developed by the participants through various activities. Evaluation data from programs using these techniques indicate that 84% of food stamp recipients and/or eligibles learned a new behavior, 54% aspired to change a behavior, and 20% practiced a new behavior. Attendees of this presentation will participate in the process of participant discovery. This project was funded by USDA Food & Nutrition Service.

# CONCURRENT SESSION (INDIVIDUAL)

## *SUCCESSFUL COLLABORATION INTEGRATES NUTRITION EDUCATION INTO ENGLISH AS A SECOND LANGUAGE CLASSES*

**2:00-3:30 p.m.**

**PRESENTER:**

Nancy A. Alexander, M.S., R.D., Sacramento City Unified School District, Sacramento, CA

**AUTHOR(S):**

Nancy A. Alexander, M.S., R.D., Sacramento City Unified School District, Sacramento, CA

Nancy Compton, M.A.

Michelle Lites, R.D.

Monique Derricote, R.D.

Deborah Johnson, R.N.

**OBJECTIVE:**

After this session, the participant will be able to describe the English as a Second Language Nutrition Education Program at Sacramento City Unified School District.

**ABSTRACT:**

Last year, Sacramento City Unified School District (SCUSD) Nutrition Services department collaborated with the district's Adult Education department and the University of California Cooperative Extension (UCCE) to integrate nutrition education into the district's English as a Second Language (ESL) program. Nutrition, food and cooking activities allow practical vocabulary acquisition while recipe development and portion control lessons helped students acquire and refine numeracy skills in a fun, engaging and participatory manner. Reaching 505 ESL students at 60 sites, this successful collaboration taught basic nutrition and food preparation information and skills to the students. Nutrition Services used Nutrition Network funds to purchase food for cooking demonstrations and nutrition education materials for the classes. The ESL instructors taught an introductory nutrition class and allowed six hours of nutrition education and cooking demonstrations by UCCE's Expanded Food and Nutrition Education Program (EFNEP) Nutrition Assistants. Sample activities included learning food preparation methods that retain nutrients; introducing students to common household cooking equipment; how to take measurements; and reading Nutrition Facts labels. Using the USDA California Behavior Change Checklist, EFNEP staff measured 21 food/nutrition related behaviors both pre- and post-intervention. Results from the behavioral checklist surveys indicated that 63% of participants showed improvement in one or more food management practices (planning meals, comparing prices, etc.) and 68% of participants showed improvement in one or more nutritional practices (healthy food choices, reading food labels, using less salt). By incorporating nutrition into the ESL curriculum, we found a unique way to reach the household food decision makers.

# CONCURRENT SESSION (INDIVIDUAL)

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## *PEER EDUCATORS USE CHILD NUTRITION VIDEOS TO TEACH LOW-INCOME, LOW-LITERATE, AFRICAN AMERICAN PARENTS AND CAREGIVERS*

**2:00-3:30 p.m.**

**PRESENTER:**

Teresa B. Kaley, R.D., L.D., University of Georgia, Department of Foods and Nutrition, Athens, GA

**AUTHOR(S):**

Teresa B. Kaley, R.D., L.D., University of Georgia, Department of Foods and Nutrition, Athens, GA  
Rebecca M. Mullis, Ph.D., R.D., L.D., University of Georgia, Department of Foods and Nutrition, Athens, GA

**OBJECTIVE:**

Participants will learn how to recruit, train, and support low-income, low literate peer educators for nutrition education program targeting low-income African American parents/caregivers with young children.

**ABSTRACT:**

Lovin' Spoonfuls is a two-video nutrition education program developed by the University of Georgia (UGA) to teach healthy eating practices for infants and toddlers aged birth to six years. The current project, "Broadening Diversity in Nutrition Education," was funded by the USDA Food Stamp Nutrition Education Program to reach low-income, African American parents/caregivers. The UGA researchers collaborated with inner-city Head Start programs to recruit low-income parents as peer educators. Eighteen African American women, living or working in Atlanta Housing Authority communities, were trained to serve as peer educators to other low-income parents/caregivers in their communities. Each peer educator attended a 4-hour training session using the Lovin' Spoonfuls videos and a low-literacy-level peer nutrition educator kit. Peer educators were paid for each program they taught. Peer educators taught 747 hard-to-reach participants (teen parents, single fathers/mothers, and custodial grandparents) in a 5-month period. SPSS analysis of pre- and post- knowledge tests showed an overall 40% increase in participant knowledge of healthy eating practices for children. UGA also conducted a focus group with 8 peer educators to evaluate program results. Peer educators reported personal benefits from the program (knowledge, self-esteem, job skills), described their participant recruiting methods, and recommended program improvements (teaching in groups of 4-5 parents, developing new handouts, and expanding the program to include children ages 7-13). Due to the positive impact of this program, UGA was asked to train 17 Head Start Family Service Assistants to use the peer educator curriculum to teach Head Start parents, thereby expanding program reach.

# POSTER PRESENTATION

NUMBER 1

## *DEVELOPMENT AND EVALUATION OF AN INTERACTIVE MULTIMEDIA DIETARY TOOL TO ASSESS FOOD INTAKE*

**AUTHOR(S):**

Susan M. Gould, Ph.D., R.D., Colorado State University, Fort Collins, CO  
Jennifer Anderson, Ph.D., R.D., Colorado State University, Fort Collins, CO  
Melanie Lowe, M.S., Colorado State University, Fort Collins, CO  
Jamie Zoellner, M.S., R.D., Colorado State University, Fort Collins, CO

**OBJECTIVE:**

Participants will learn how interactive multimedia may enhance reporting of food intake.

**ABSTRACT:**

Two versions of a bilingual, computer-based interactive multimedia (IMM) food recall tool were developed to measure breakfast dietary intake. Both versions were identical except one version asked portion sizes for some foods, and the other assumed portion sizes for the same foods. Foods included in the recalls were those commonly reported on EFNEP recalls, "WIC foods," breakfast foods incorporated throughout La Cocina Saludable, and foods often consumed by acculturated Hispanics. Eighty-five (85) individuals completed one of the two IMM versions and a traditional paper/pencil (P/P) 24-hour recall. All recalls were assessed for two outcome variables, fat and fiber, since high fat and low fiber intakes are common in the target population. Mean fat (IMM = 21.4 grams; P/P = 5.4 grams) and fiber (IMM = 4.14 grams; P/P = 1.59 grams) values were higher ( $p < 0.0001$ ) for the IMM versions than for the P/P recalls. There were no significant differences seen in the mean fat and fiber values between the two IMM versions ( $p = 0.571$  for fat;  $p = 0.2264$  for fiber). The mean time to complete the questions with assumed portion sizes was 49 seconds less than for the version that asked portion sizes. The significant differences seen in reported fat and fiber values between IMM and paper/pencil correspond with literature, in which individuals tend to under-report food intake on traditional 24-hour recalls. Additionally, the IMM recalls may be advantageous because they prompt the recall of food items eaten, via pictures and audio, which may enhance accuracy of reporting.

Funding for this project has been provided through the National Research Initiative of USDA-NRI, USDA-FNS Food Stamp Program, and Share Our Strength.

# POSTER PRESENTATION

NUMBER 2

## *RECIPE EXCHANGE: A METHOD TO ENCOURAGE FOOD STAMP PARTICIPANTS TO ACCESS THE FOODLINKS WEBSITE*

### **AUTHOR(S):**

Susan J. Beeman, M.S., R.D., C.D/N., University of Connecticut, Storrs, CT  
Meredith Poehlitz, R.D., University of Connecticut, Storrs, CT  
Ann M. Ferris, Ph.D., R.D., University of Connecticut, Storrs, CT

### **OBJECTIVE:**

To define a method to encourage food stamp participants to access nutrition information on the Internet.

### **ABSTRACT:**

The Internet can be a powerful tool for delivery of nutrition information to Food Stamp recipients. Although computer access is increasing for low-income populations, content of Web sites must be adapted to the specialized needs of the target audience. A multiskilled team at the University of Connecticut Family Nutrition Program developed a low literacy Web site specifically targeting food stamp recipients. During focused discussions, representatives of the target audience said that they would use a Web site that showcased recipes from their families and friends. To solicit recipes, a recipe contest was held at three Family Resource Centers in Hartford, CT. Participants were encouraged to leave favorite recipes in boxes located at each center. A drawing was held, one recipe was drawn at random at each center, and a winner was presented with a gift basket. Recipes were taken to the University foods lab and were tested and evaluated by a group of multicultural staff members. All recipes were posted, nutritional content was analyzed using Food Processor (ESHA Research) and a cost analysis was completed. Use of the "Foodlinks" Web site, facilitated by recipe exchange, is expected to lead to a more effective and useful Web site for food stamp recipients.

Funded by USDA Food Stamp Nutrition Education Program and the CT Department of Social Services.

WEDNESDAY, FEBRUARY 26

# POSTER PRESENTATION

NUMBER 3

## *"CALCIUM, IT'S NOT JUST MILK": A SOCIAL MARKETING PROGRAM TARGETING MIDDLE SCHOOL STUDENTS*

### **AUTHOR(S):**

Jamie Benedict, Ph.D., R.D., University of Nevada, Reno, NV  
 Mary Spoon, M.S., R.D., Carolyn Leontos, M.S., R.D., Gwenn Snow, M.S., R.D.,  
 Deborah Klein, R.D., Sue Lednicky, Sue Ann Donegan, Barbara Scott, M.P.H., R.D.,  
 Madeleine Sigman-Grant, Ph.D., R.D., Joyce Woodson, M.S., R.D.

### **OBJECTIVE:**

To describe methods and channels that may be used to enhance calcium consumption among middle school students.

### **ABSTRACT:**

The purpose of the "Calcium, It's Not Just Milk" program is to increase consumption of calcium-rich foods among low-income middle school children, particularly girls. Using social marketing strategies, program components were developed to: 1) increase awareness of calcium-rich foods; 2) enhance knowledge of the relationship between calcium and osteoporosis; and 3) improve skills related to selecting and preparing calcium-rich foods. Consistent with social marketing, efforts were also made to increase access to calcium-rich foods at school. School activities included classroom lessons, food sampling events, games, and promotional items carrying the "Calcium, It's Not Just Milk" logo. Community activities included a media campaign involving both print and broadcast channels. The program has been conducted in two urban communities for three consecutive years, specifically targeting middle schools with a high proportion of students eligible for free or reduced-price school meals (> 75%). Students (n=1,176) have responded favorably to the program components, and outcome measures suggest that the program has been effective in improving knowledge of calcium requirements, osteoporosis, and foods with calcium; and intake of select calcium-rich food ( $p < .05$ ). In addition, access to calcium-rich foods at school has improved through environmental changes. These findings indicate that the methods and channels used in the "Calcium, It's Not Just Milk" program were appropriate for the target audience, and provide further support for the application of social marketing techniques and strategies to nutrition education of low-income audiences.

Funding for this project was provided, in part, from the USDA Food Stamp Program. The authors would like to acknowledge the contributions and support provided by Nevada Nutrition Network members.

*STATEWIDE FEEDING DYNAMICS TRAINING  
RESULTS IN CHANGE IN PHILOSOPHY AND EDUCATIONAL  
APPROACH WITH LOW-LITERACY PARENTS*

**AUTHOR(S):**

Jennifer S. Buechner, R.D., C.S.P., Children's Healthcare of Atlanta, Atlanta, GA  
Carol A. MacGowan, M.P.H., R.D., Georgia Department of Human Resources, Division of Public Health, Atlanta, GA  
Reandy G. Just, Children's Healthcare of Atlanta, Atlanta, GA  
Ann M. Walsh, M.S., R.D., Children's Healthcare of Atlanta, Atlanta, GA

**OBJECTIVE:**

Learner will be familiar with training workshop that resulted in changes in counseling practices in public health settings based on concepts and skills learned in a feeding dynamics workshop.

**ABSTRACT:**

In order to help parents with low-literacy skills assess and respond appropriately to their child's feeding cues, a children's healthcare system developed an educational series on feeding dynamics. To expand the reach of the program, the children's healthcare system collaborated with a state agency to create a workshop using multiple educational delivery modes for WIC and other agency staff. The objectives for the workshop participants were to increase understanding of the relationship between positive feeding dynamics and prevention of childhood obesity and to enhance skills in empowering parents to support their children in the development of positive eating habits. During 2001-2002, 435 health professionals were trained. Results showed a three-fold increase in the average pre/post test scores measuring knowledge of feeding dynamics. A follow up survey designed to measure use of the program components in clinic settings was mailed to 270 participants. Eighty-five percent (128/150) reported using curriculum content, the videos, and handouts. Major reasons given for not using workshop materials were time and equipment limitations. Seventy-three percent (109/150) agreed that the training changed their practice. Individuals reported improvement in their comfort level working with parents and in parents' responsiveness. Ninety-six percent (144/150) were interested in additional training in childhood obesity and feeding dynamics. Twenty-five percent (38/150) were interested in becoming trainers. Based on workshop and survey results, the state agency will use the training for basic skill development, and will train core leaders to train new staff.

# POSTER PRESENTATION.....NUMBER 5.....

## *ELECTRONIC EVALUATION OF A NEWSLETTER FOR PROFESSIONALS*

**AUTHOR(S):**

Sue N. Butkus, Ph.D., R.D., Washington State University, Puyallup, WA  
Martha Marino, M.S., R.D., Washington State Dairy Council, Lynwood, WA

**OBJECTIVE:**

As a result of this poster, participants will understand the advantages of computer-assisted on-line evaluation and think about planning a newsletter evaluation to meet goals of both readers and the funding agency.

**ABSTRACT:**

An on-line, Internet survey was an effective evaluation method for evaluating a nutrition newsletter for professionals who work with food stamp recipients. The newsletter provided nutrition updates and information on educational materials, tools and resources to keep professionals informed. The evaluation was sent electronically to over 300 nutrition educators, faxed to 125 people and mailed to 2 people. The response rate was about 40% (n=156), higher than the response rate in previous years. Almost half of the survey respondents reported that half or more of the people with whom they worked were below the poverty level. Most of the respondents were employed by government agencies. The respondents shared the newsletter with another 800 to 1,600 people (depending on the nutrition topic). The most valued attributes of the newsletter were that it was quick to read, concise and provided "contacts" for educational resources and materials; 63% had ordered educational materials or contacted the resource people listed in the newsletter. Over 65% rated "In the Media" (information about nutrition in the news) and "Tools of the Trade" (educational materials and resources) as very useful. Between 50 and 60% rated "Did you know?" (nutrition update), "Food Product Information," and information about locally grown produce as very useful. Only one third of respondents rated the book reviews and organizational updates as very useful. Respondents thought that the most important future topics would be obesity and physical activity.

## *TAKING A MULTIMEDIA APPROACH TO NUTRITION EDUCATION*

**AUTHOR(S):**

Monique M. Derricote, R.D., Sacramento City Unified School District, Sacramento, CA  
Deborah Johnson, R.N., Sacramento City Unified School District, Sacramento, CA  
Nancy Magana-Alexander, M.S., R.D., Sacramento City Unified School District, Sacramento, CA

**OBJECTIVE:**

Participants will be able to recognize several multimedia methods for nutrition education.

**ABSTRACT:**

Studies indicate that today's learners respond better to educational strategies utilizing a multimedia approach. Thus, the Sacramento City Unified School District's (SCUSD) Nutrition Services Department incorporated a variety of multimedia methods for providing nutrition and physical education to students, parents, staff, and the community. These innovative approaches include newspaper, Internet, television, and silent radio. "Nutrition Services presents" is a monthly publication in the SCUSD newspaper. The newspaper reaches 52,000 families and 5,000 district employees. Each issue has a nutrition or physical activity theme with an article, books and Web site links, healthy recipes, community resources, family activities, and monthly breakfast and lunch menus. The second media is the Nutrition Education Web site. Program highlights, "Cool Nutrition Facts," "Educator's Lounge," and a "Recipe of the Month" are some of the many components of the site. The site targets students, parents, and teachers. The third approach is via the community television station. "Parent Haven" is a weekly program targeting parents throughout the community. Nutrition Services uses this program to teach parents about nutrition education events and activities in the school district. The final multimedia method targets high school students. Silent radios in cafeterias act as a modem for passive nutrition education. While purchasing meals, students can read pertinent nutrition education messages developed by the California 5 A Day, Project Lean, and district dietitians. Each month, these four multimedia methods provide nutrition and physical education to over 70,000 people.

The Sacramento City Unified School District Nutrition Education program is funded through a California Nutrition Network grant.

# POSTER PRESENTATION.....NUMBER 7.....

## *NUTRITION-TO-GO: A SUCCESSFUL NEWSLETTER APPROACH FOR OLDER, LIMITED-RESOURCE SENIORS*

**AUTHOR(S):**

Nancy L. Fey-Yensan, Ph.D., R.D., University of Rhode Island, Kingston, RI  
Monica Belyea, M.P.H., R.D., University of Rhode Island, Kingston, RI

**OBJECTIVE:**

Participants will understand the steps involved in the development and evaluation of an elder-friendly nutrition newsletter.

**ABSTRACT:**

Over the next several decades, the senior population is expected to increase dramatically. More older people will remain in the community and as a result, the need for home-based nutrition education will increase.

"Nutrition-to-Go," a two-sided, double-column, easy-to-read newsletter was designed, tested and evaluated in a population of limited resource seniors who were homebound and were receiving home-delivered meals. The newsletter was distributed once a month to meal recipients over a 13 month period. The newsletter format, layout and content were established using focus group techniques prior to distribution.

A retrospective, self-administered evaluation survey was hand-delivered to 680 meal clients as part of a Food Stamp Nutrition Education Program effort targeting these seniors. The survey was designed for respondent ease and included demographic, socio-economic and medical questions in addition to knowledge, attitude and behavior items. Survey items were based on nutrition information presented in eight selected Nutrition-to-Go issues.

Overall, subjects rated the newsletter very favorably and indicated significant improvements in nutrition knowledge, attitudes and behaviors after reading the newsletters. Certain client characteristics (being male, greater life-satisfaction, greater frequency of reading the newsletters, following a special diet) were associated with the most dramatic improvements. This method appears to be a successful way to provide a hard-to-reach senior audience with nutrition information. Attentiveness to the relevance and presentation as well as the personal delivery of the newsletter with client meals contributed to the positive outcomes associated with this inexpensive nutrition education effort.

# POSTER PRESENTATION

NUMBER 8

WEDNESDAY, FEBRUARY 26

## *KNOWLEDGE, SKILLS, AND BEHAVIOR CHANGES OF SOUTH CAROLINA FOOD STAMP NUTRITION EDUCATION PROGRAM PARTICIPANTS*

### **AUTHOR(S):**

Mary E. Kunkel, Ph.D., R.D., F.A.D.A., Clemson University, Clemson, SC  
Barbara H. D. Luccia, Ph.D., R.D., Clemson University, Clemson, SC

### **OBJECTIVE:**

To assess food and nutrition-related knowledge, skills, and behavior changes of participants in the Food Stamp Nutrition Education Program.

### **ABSTRACT:**

The goal of the South Carolina Food Stamp Nutrition Education Program (FSNEP) is to provide science-based food and nutrition information to limited resource populations. Paraprofessionals enrolled 2,615 families in a 16-lesson basic nutrition lesson series. Eighty-seven percent of families had no children, the remainder had between 1 and 4 children, 48% of whom were under the age of 5. Of the 1,039 participants who completed the lessons, 87% reported a positive change in eating behavior as a result of the program. Average intakes were greater than the RDA for protein, iron, vitamin A, and vitamin C and less than the RDA for calories, calcium, and vitamin B6. Positive behavior changes included: 88% improved in one or more food resource management practices, 89% improved in one or more nutrition practices, and 67% improved in one or more food safety practices. The FSNEP is an effective model for teaching limited resource audiences to make positive food and nutrition-related changes.

# POSTER PRESENTATION.....NUMBER 9.....

## *GET FIT WITH WIC*

**AUTHOR(S):**

Traci L. Lundy, M.S., R.D., L.D., Oklahoma State Department of Health, Oklahoma City, OK

**OBJECTIVE:**

Learn about methods to address childhood obesity in the Oklahoma WIC Program.

**ABSTRACT:**

Goal: To focus Oklahoma's WIC nutrition education/educator's emphasis to include childhood obesity using the stages of change model. Oklahoma WIC will focus on: reducing sweet drinks; using less than 6 oz juice a day per AAP recommendations; using low or reduced fat milk for > 2 year olds; and increasing water, fruits and vegetables, and physical activity. Intervention Tools: Sippy cups, plastic cutting boards, bulletin boards, mouse pads, name badges and lanyards, beach balls, and frisbees all with "Get Fit With Wic" logo. Literacy Component: Oklahoma WIC developed children's stories and puppet shows involving the Pecos Pyramid Gang puppets to be read/performed in nutrition education classes. Vegetable Friends books will be given to WIC families in Nutrition Education classes while focusing on fruits and vegetables. Parents will be encouraged to read to their children at home and to give fresh fruits and vegetables vs. juices.

# POSTER PRESENTATION

NUMBER 10

## *ONE SIZE DOES NOT FIT ALL: CUSTOMIZING NUTRITION EDUCATION FOR BEHAVIOR CHANGE*

### **AUTHOR(S):**

Elizabeth J. Sandell, Ph.D., Families That Work, College of Human Ecology, University of Minnesota, St. Paul, MN

Jamie Stang, Ph. D., University of Minnesota, Minneapolis, MN

### **OBJECTIVE:**

Participants will learn and practice several techniques to assess participants' readiness to apply nutrition education to their own behavior change.

### **ABSTRACT:**

Many Nutrition Education Program staff have limited time to assess participants' readiness to change behavior and to facilitate their learning in order to achieve their wellness and behavior goals. "Motivational negotiation" is a set of techniques that help staff promote behavior change during their brief encounters with program participants. These techniques enhance motivation to change behavior, draw on values and goals of participants, and acknowledge ambivalence as normal and useful for exploring change. In contrast to traditional nutrition education methods, with motivational negotiation, the nutrition education program staff works together with the participant in order to achieve changes. Skills will be described such as reflective listening and open-ended questioning. Motivational negotiation includes conversation suggestions that lead to enhancing motivation and to reducing barriers to behavior changes. These methods help to customize the content of nutrition education programs so that behavior change goals unique to each individual can be achieved.

WEDNESDAY, FEBRUARY 26

# POSTER PRESENTATION.....NUMBER 11.....

## *NUTRITION ACROSS THE LIFE CYCLE: FAMILY NUTRITION PROGRAM*

**AUTHORS:**

Ouida Smith Pittman, Ed. D.C., M.A., Project Director FNP, Alcorn State University Department of Human Sciences, Alcorn State, MS

Frances Allen, Program Assistant Copiah County, Alcorn State University Department of Human Sciences, Alcorn State, MS

Wilma McGhee, Program Assistant Walthall County, Alcorn State University Department of Human Sciences, Alcorn State, MS

**OBJECTIVE:**

Attendees will understand the objectives and focus of the program which are to:

- 1) Teach nutrition principles to youth and adults;
- 2) Identify the serving size and numbers of daily servings needed from each food group in the food guide pyramid;
- 3) Deal with food issues, emphasize cost cutting strategies, and focus on parenting skills related to meal preparation; and
- 4) Emphasize that proper nutrition promotes growth and helps maintain health.

**ABSTRACT:**

The Family Nutrition Program is funded in part by USDA-FNS to improve the quality of life for individuals receiving food stamps and food stamp eligibles in fourteen (14) Southwest Counties in Mississippi. Program Assistants deliver nutrition education through direct teaching, working collaboratively with peers with teacher guidance, and accessing a multitude of information and resources on the Internet. Instruction via technology is used with video cameras, TV monitors, video printer, and VCR. The Family Nutrition Program goal is to help the Food Stamp Program more effectively improve the diet of participants and the systems that affect their lives. Through focus groups, the Family Nutrition Program found participants less likely to attend group meetings because of the stigma of food stamps. Our program has allowed program assistants to make one-on-one contact and establish group meetings within communities and housing complexes to meet the needs of participants. Since conducting programs in schools, it has had a tremendous impact on parents in being more accepting of nutrition lessons. Since its inception, the Family Nutrition Program has continued to grow. There are schools that are requesting lessons on nutrition and program assistants. If we could service all elementary schools with this information, it would surely make a difference in improving the eating habits of a larger number of eligibles.

## *SELLING STRENGTH TO STUDENTS*

### **AUTHOR(S):**

Jackie McLaughlin, M.S., R.D., The Food Trust, Philadelphia, PA  
Marjorie Scharf, M.P.H., R.D., The Food Trust, Philadelphia, PA  
Sandy Sherman, Ph.D., The Food Trust, Philadelphia, PA

### **OBJECTIVE:**

Participants will be able to explain the application of a social marketing campaign to a comprehensive nutrition education program.

### **ABSTRACT:**

A Comprehensive School Nutrition Policy Initiative with the overarching goal to reduce the incidence of obesity among inner city youth was piloted in four Philadelphia schools during the 2001-2002 school year. A social marketing campaign targeting students K through 12 was implemented in each participating school to raise teachers' awareness of the importance of integrating nutrition education into their classroom lesson plans, and to encourage healthy eating both at school and at home. Students developed the marketing campaign based on their expressed needs and preferences through focus group participation. The resulting campaign slogan "Want Strength? Eat Healthy Food" and the Food Dude logo appear on all of the marketing materials including: banners in school hallways and cafeterias; folders and pencils in nutrition packets for families and teachers; newsletters sent home explaining food service changes in snack and vending items; raffle tickets; and colorful posters advertising monthly prize drawings for healthy eating. The campaign focused on the selection of healthy food items and students received raffle tickets for purchasing targeted items. Weekly winners were selected to win prizes that reinforced healthy eating and physical activity. The campaign was successful in promoting and reinforcing healthy food choices, but raffle ticket distribution proved time consuming and cumbersome. The campaign has been revised for the new school year to streamline the raffle process, to include new activities and promotions, and to expand NAC involvement.

The Food Stamp Nutrition Education Program of USDA provided funding for this campaign.

# POSTER PRESENTATION

NUMBER 13

## *TNCEP EXPERIENTIAL LEARNING IN ACTION*

**AUTHOR(S):**

Sandra Shivers, M.S., University of Tennessee, Family and Consumer Sciences, Knoxville, TN  
Betsy Pitcock, M.S., University of Tennessee, Family and Consumer Sciences, Erwin, TN  
Deborah H. Seward, M.S., University of Tennessee, Family and Consumer Sciences, Trenton, TN  
Margaret M. Pile, M.S., University of Tennessee, Crossville, TN  
Eugenia C. Southall, M.S., University of Tennessee, Family and Consumer Sciences, Linden, TN

**OBJECTIVE:**

Presentation will exhibit a comprehensive interactive learning model designed to improve eating habits of children.

**ABSTRACT:**

"Hands on" learning activities for youth to begin formulating healthy eating practices is the design of the educational model for two FSNEP projects in Tennessee. Breakfast Bunch is designed to reach kindergarten through 4<sup>th</sup> grade youth using an experiential nutrition educational model for school and before-school settings. Students participate in activities through age-appropriate interventions to address food knowledge, skill building, attitudes about food, and behavior changes relating to food intake through cooperative learning strategies. Evaluation results indicate the program is making a difference in eating habits and attitudes about food. One parent reported a definite increased interest in foods, "now her children eat breakfast every morning. Last year they didn't." The Food Fiesta Curriculum complements the Breakfast Bunch Program. Food Fiesta is an interactive nutrition education curriculum designed to teach critical nutrition principals to 3rd grade youth in a school or after-school setting. The curriculum utilizes learning resources, games, and activities to facilitate learning in a meaningful way. Its overall goal is to help students apply what they learn about food and nutrition to their daily lives, and to make nutrition education relevant for all participants, respecting the Hispanic culture. Both programs are designed to mobilize community resources, incorporate active participation in the learning process, and generate in-kind matching funds for the Tennessee Nutrition and Consumer Education Program (TNCEP).

# POSTER PRESENTATION

NUMBER 14

## *ETHNIC AND CULTURAL RESOURCES FOR NUTRITION EDUCATORS AT THE FOOD AND NUTRITION INFORMATION CENTER (FNIC)*

### **AUTHOR(S):**

Lora B. Wilder, Sc.D., R.D., Food and Nutrition Information Center, Beltsville, MD  
Elizabeth N. Hill, R.D., Food and Nutrition Information Center, Beltsville, MD  
Lynne Sinder, R.D., L.D., Food and Nutrition Information Center, Beltsville, MD  
Cheryl Frazier, Dietetic Internship, University of Maryland, College Park, MD

### **OBJECTIVE:**

Participants will learn how to obtain ethnic and cultural materials and information from the collection of the National Agricultural Library (NAL) and the vast electronic resources found on the FNIC Web site.

### **ABSTRACT:**

As the US population becomes more diverse, there is a growing need for food and nutrition educational resources targeted to minority audiences and those who serve them. The Food and Nutrition Information Center (FNIC), and its parent organization, the USDA National Agricultural Library (NAL), have a collection of multilingual games, kits, and videos that can be borrowed directly by those who work in USDA funded nutrition assistance programs. The food and human nutrition holdings at NAL also include journals and books, while the FNIC Web site provides electronic access to Internet based multicultural and multilingual education materials. The goal of this poster is to familiarize participants with the array of FNIC/NAL resources appropriate to multicultural audiences. Participants will learn how to obtain materials and information from the NAL collection and the vast electronic resources found on the FNIC Web site.

WEDNESDAY, FEBRUARY 26

*WORKING TOGETHER! WIC AND HEAD START***AUTHOR(S):**

Donna J. Mehrle, M.P.H., R.D., L.D., Missouri Department of Health and Senior Services, Jefferson City, MO

Dana A. Schmitz, M.S., Missouri Department of Health and Senior Services, Jefferson City, MO

Sharmini Rogers, Ph.D., M.B.B.S., M.P.H., Missouri Department of Health and Senior Services, Jefferson City, MO

**OBJECTIVE:**

After reviewing this poster session, participants will be able to replicate this program in their state to improve the impact of nutrition education on young children and their families.

**ABSTRACT:**

This project had two purposes: (1) to measure the impact of nutrition and physical activity education on 3 and 4 year old children and their parents or guardians, and (2) to facilitate collaborative efforts between WIC and Head Start agencies at the state and local levels. The State WIC office and the Head Start State Collaboration Office signed a memorandum of agreement (MOA) to establish a collaborative relationship and improve program coordination. Local WIC and Head Start pilot agencies were required to enter into a MOA in at least two areas: "Sharing and displaying of program information and eligibility" and "A collaborative nutrition education effort." Local WIC agencies recruited parents/guardians of 3 and 4 year olds who were receiving WIC services and were also enrolled in Head Start, and their 3 and 4 year olds, to participate in the project. Pre-intervention and post-intervention measurements were taken using a computerized, validated food frequency questionnaire (FFQ) and a validated questionnaire on physical activity for each participating person. The intervention used included lesson plans incorporating nutrition and physical movement education. The piloted lesson plans had been revised based upon comments from local WIC agency staff, local Head Start Staff, and parent/guardians who had participated in previous pilots. The impact of the intervention on intake of selected food groups and the amount of daily physical activity will be presented. Conclusions: Available October 30, 2002. The project can be used to guide implementation of education in agencies serving families with young children.

## *FOOD FOR HEALTH AND SOUL*

### **AUTHOR(S):**

Joyce Woodson, M.S, R.D., University of Nevada, Reno, NV  
Jamie Benedict, Ph.D., R.D., University of Nevada, Reno, NV  
Millicent Braxton-Calhoun, M.S., University of Nevada, Las Vegas, NV

### **OBJECTIVE:**

Nutrition educators will learn methods of developing successful nutrition education programs.

### **ABSTRACT:**

Research has indicated that African Americans suffer disproportionately from deaths related to chronic diseases such as cancer, diabetes, and heart disease. Research also shows that these chronic diseases are diet related and that the incidence can be decreased by diet modification. Additional data suggests that African Americans frequently select diets high in fat and low in fiber. There is also the thought among many people that eating healthy means no longer eating favorite foods.

The focus of this program was two-fold: (1) Give participants the knowledge and skills to modify favorite recipes and (2) To use the faith community location as the delivery sites. The curriculum, "Food for Health and Soul" was designed to be delivered through predominately African American churches by trained peer educators; many appointed by their clergy.

The six lessons emphasized substitutions for fat, salt and sodium, and sugar in recipes. Reading the food ingredients on the package and the nutrition facts labels was stressed and found to be very helpful by most participants.

Currently, a study is conducted to examine the eating behaviors of subjects and the movement along the Stages of Change from pre-test to post-test and post-post-test.

The Food Stamp Program of USDA and University of Nevada Cooperative Extension funded this program.

# POSTER PRESENTATION.....NUMBER 17.....

## *COLLABORATION OPPORTUNITIES FOR WIC AND FOOD STAMPS: IMPROVING THE NUTRITION OF OUR FAMILIES*

**AUTHOR(S):**

Carol Chase, M.S., R.D., C.L.E., California Department of Health Services, Sacramento, CA

**OBJECTIVE:**

Identify tools and methods for building collaboration to increase food stamp outreach and enrollment of WIC participants in the Food Stamp Program.

**ABSTRACT:**

WIC and the Food Stamp Program are sister programs yet oftentimes families on WIC are not enrolling in the Food Stamp Program (FSP). Food stamps (FS) serve as the first line of defense against hunger while WIC is a supplemental food and nutrition education program targeted to women, infants, and children during critical growth periods. Barriers to FS enrollment include awareness of and access to the FSP, and the stigma associated with receiving food stamps. The California WIC and Food Stamp Programs developed a plan to address these barriers and implemented a variety of activities in 2002 at the State and local levels. They included eight Regional WIC and Food Stamp Director Summits and development of a WIC-specific Food Stamp Outreach pamphlet. The education methodology used at the Summit to increase dialogue between these two programs, report of identified strategies from the Summits for future collaboration at the local and state levels in addition to the outreach pamphlet will be shared.

# POSTER PRESENTATION.....NUMBER 18.....

## *FAST FOOD...MAKE THE HEALTHY CHOICE*

**AUTHOR(S):**

Joy A. Ahrens, M.P.H., R.D., C.L.E., Northeast Valley Health Corporation WIC Program, San Fernando, CA

**OBJECTIVE:**

Learner will be able to choose at least one healthy fast food item.

**ABSTRACT:**

Instead of teaching clients not to eat fast foods that are loaded with too many calories and too much fat and salt, Northeast Valley Health Corporation WIC Program created a fast food class for WIC participants that gives clients the tools they need to choose wisely at fast food restaurants. This class was taught in November and December 2001 and discussed a variety of popular fast food restaurants located in the greater Los Angeles area, reviewed the good and bad about fast food restaurants, gave general guidelines when eating out, and looked at sample meals. "Typical" and "better choice" meals were shown on colorful mini poster cards which added great appeal to visual learners.

WIC participants responded positively to this class. Many were unaware of the fat and calorie content of many of their favorite fast foods and were willing to try healthier choices.

# POSTER PRESENTATION.....NUMBER 19.....

## *ALABAMA INTEGRATED NUTRITION EDUCATION PROGRAM - PUBLIC AGENCIES POOL RESOURCES FOR SOCIAL MARKETING CAMPAIGN*

**AUTHOR(S):**

Suzette M. Jelinek, M.S., Ed.D., Auburn University-Alabama, Cooperative Extension System,  
Auburn University, AL

Miriam Gaines, L.R.D., M.A.C.T., Alabama Department of Public Health, Montgomery, AL

**OBJECTIVE:**

Using key state public stakeholders and common goals through use of mapping resources and asset inventory, develop cost allocation and overall social marketing plan to be implemented over a five year time frame.

**ABSTRACT:**

This session will provide the participant a blueprint to begin a seamless nutrition and physical activity network in their own state. Asset inventory will be introduced along with short and long term goal assessments to determine the overall effectiveness of the messages introduced in the social marketing campaign. Pre-evaluation has already been conducted. Post-evaluation will be conducted after the full 20 months of each message.

## *STORYTELLING TEACHES NATIVE AMERICANS HOW TO HANDLE FOOD SAFELY*

### **AUTHOR(S):**

Carolyn A. Raab, Ph.D., R.D., Oregon State University Extension Service, Corvallis, OR  
Bernadette Hoyer, R.D., Oregon State University Extension Service, Warm Springs, OR  
Ellen Schuster, M.S., R.D., Oregon State University Extension Service, Corvallis, OR

### **OBJECTIVE:**

Participants will learn how storytelling can be used to teach Native Americans about food safety.

### **ABSTRACT:**

Storytelling and Native language instruction were used to teach Native American children and their families how to handle food safely. Three Native American women wrote a story that included safe food handling principles. "Baby Jake Gets an Indian Name" became the core of three classroom lessons (developed by Extension faculty) that included Native words as well as "growing bacteria" and hand washing. Two Native language instructors taught the lessons to 85 third graders. Students' families were then recruited to participate in home visits made by a Native American program assistant. The Baby Jake story was converted into a board game for families to play. A questionnaire assessed pre (day of) and post (23 days later on average) family food handling practices. Fourteen families (with 90 family members) participated in home visits. Eight of these households (57%) had family members at high risk for foodborne illness. In post assessments, 50% of households reported doing something differently as a result of learning about food safety. Of these, 86% kept food clean (e.g., washing fruits and vegetables, purifying counters and dishes) and 14% cooked food properly. Findings suggest that storytelling has the potential to teach safe food handling practices to Native Americans. The food safety story board game was well received by families. Collaboration with Native language instructors was an effective way to reach school children on the reservation. Small steps forward were successes in this project that required constant modification of schedules and timelines.

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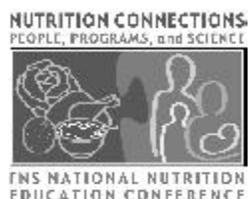
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FNS NATIONAL NUTRITION  
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